Canadian Library Association

Brief to the Royal Commission on Bilingualism and Biculturalism

Association canadienne des Bibliothèques

Mémoire à la Commission Royale sur le Bilingualisme et le Biculturalisme

In the East York Public Library the young reader is enjoying "Babar and Zephir" by Jean de Brunhoff in English translation.

Une petite fille regarde "Babar and Zephir" par Jean de Brunhoff (traduit du français en anglais) à la bibliothèque East York.

Précis of the Brief to the Royal Commission on Bilingualism and Biculturalism from the Canadian Library Association - Association canadienne des Bibliothèques

The Canadian Library Association gives its moral support to the adoption and energetic development of an intercultural programme in libraries throughout Canada.

To further such a programme translations of Canadiana are needed.

The organization of a School of Translations in a Canadian university is advocated.

The Association states its conviction that since libraries deal with the dissemination of knowledge there should be no unnecessary language or cultural barrier of any sort in the selection of library materials and services, and in the appointment of staff.

The Brief makes four recommendations.

1. In order to establish intercultural programmes in libraries, it is recommended that Federal financial aid in the initial amount of $5 million be provided.

Résumé du Mémoire de l'Association canadienne des Bibliothèques - Canadian Library Association - à la Commission Royale sur le bilinguisme et le biculturalisme

L'Association canadienne des bibliothèques donne son appui moral à l'adoption et au développement énergique d'un programme interculturel dans les bibliothèques canadiennes.

Pour favoriser un tel programme, des traductions d'oeuvres canadiennes sont nécessaires.

Nous préconisons l'organisation d'une Ecole de traduction dans une université canadienne.

L'Association affirme sa conviction que, le but des bibliothèques étant de répandre les connaissances, les différences de langue et de culture ne devraient pas créer d'obstacles inutiles dans le choix du matériel et des services des bibliothèques, ni dans la nomination du personnel.

Le Mémoire fait quatre recommandations.

1. Afin d'établir des programmes interculturels dans les bibliothèques, on recommande que le gouvernement fédéral fournisse un appui financier initial de $5 millions de dollars.

2. In order to provide children, young people and adults with books in their own language which will introduce them to all aspects of Canadian literature and to the works of Canadian authors, it is recommended that the Canadian government make provision for a considerable increase in the amounts that Canada Council may provide for a programme of translations and of original works in two or more languages.

2. Afin de procurer aux enfants, aux adolescents et aux adultes des livres rédigés dans leur propre langue et qui leur feront découvrir tous les aspects de la littérature canadienne et les ouvrages des écrivains canadiens, on recommande que le gouvernement fédéral augmente de façon considérable les sommes mises à la disposition du Conseil des Arts pour des traductions et des ouvrages originaux en deux ou plusieurs langues.

3. In order to provide imaginative and trustworthy translations, it is recommended that a Canadian university be invited to establish a School of Translation with a Diploma for competence.

3. Afin de favoriser des traductions fidèles et vivantes, on recommande qu'une université canadienne soit invitée à établir une école de traduction qui donne un diplôme de compétence.

4. In order to ensure the high quality and continuing development of special and research libraries, among which are many government libraries, it is recommended that the selection of professional librarians should not be subject to any language requirement other than competence in the major language of the collection.

4. Afin que les bibliothèques de recherche et les bibliothèques spécialisées - parmi lesquelles plusieurs sont gouvernementales - soient hautement qualifiées et continuent à se développer, on recommande que le choix de leurs bibliothécaires professionnels ne subisse sur le plan linguistique qu'une exigence: la compétence dans la langue qui prédomine dans leurs collections.

DEFINITIONS

1. "Bilingualism" as used in this brief means:- "A knowledge of both English and French".

   Note: that this definition excludes all those English and French language Canadians who have a limited speaking vocabulary and little or no reading comprehension of the language.

2. The term "culture" is used to denote the complex of distinctive attainments, beliefs, traditions, etc. constituting the background of a racial or social group.

3. The term "biculturalism" denotes, within a country, the existence of two cultures. As a matter of history in Canada, biculturalism has its sources in the culture of France and in the culture of Great Britain.

4. The term "intercultural programme" denotes a continuing activity, carried on with appropriate resources and facilities for the purpose of extending knowledge about another culture in order to further understanding and appreciation.

5. "Multicultured" is the term used to describe a country in which there are many cultures having their sources in the cultures of other lands, or in the cultures of other peoples such as the Indians and Eskimos in Canada.

6. "Professional librarian" - a person qualified by the general education indicated by the possession of a Bachelor's degree from a recognized university and by a special education in the field of librarianship indicated by the possession of a degree in library science from a university Graduate Library School.

7. "Library"

   (a) This term in this brief refers only to professionally organized libraries.

   (b) A library is professionally organized when a professional librarian, on the basis of purposes defined for the library by its institutional authorities or Board of Trustees, selects and administers library resources in such a way as to meet those purposes adequately. Administration includes the recruitment and induction of suitable staff, the acquisition and processing of books and other material, and provision for the effective use of these resources in a library building or library quarters designed and equipped for the purpose.

   (c) The term library as used in this brief refers to a wide range of libraries including public, school, college and university, government and special libraries.

DEFINITIONS

1. Le mot "bilinguisme" tel qu'employé dans cet exposé signifie: la connaissance de l'anglais et du français.

   Notez: que cette définition exclut tous les Canadiens de langue anglaise et française qui n'ont, pour les besoins de la conversation, qu'un vocabulaire restreint ou qui ne peuvent lire couramment l'autre langue.

2. Le terme "culture" signifie l'ensemble des réalisations distinctives, croyances, traditions, etc. qui constituent le fonds commun d'une race ou d'une société.

3. Le terme "biculturalisme" signifie, à l'intérieur d'un pays, l'existence de deux cultures. C'est un fait historique qu'au Canada, le biculturalisme a eu pour origine la culture de la France et celle de la Grande Bretagne.

4. L'expression "programme interculturel" signifie une activité continue, menée à bien grâce à des ressources et à des conditions appropriées, activité dont l'objectif est de répandre des connaissances au sujet d'une autre culture et de promouvoir ainsi la compréhension et l'estime mutuelles.

5. "Pluralisme des cultures" se dit d'un pays où coexistent plusieurs cultures qui ont pris source dans les cultures d'autres pays ou encore dans celles d'autres peuples tels que les Esquimaux et les Indiens du Canada.

6. "Bibliothécaire professionnel": une personne qualifiée par sa culture générale attestée par un baccalauréat d'une université reconnue et par des connaissances spécialisées dans le domaine des bibliothèques, attestées par un baccalauréat en bibliothéconomie, reçu d'une université dotée d'une école de bibliothécaires.

7. "Bibliothèque".

   (a) Ce terme dans cet exposé se rapporte uniquement aux bibliothèques organisées sur un plan professionnel.

(b) Une bibliothèque est organisée sur un plan professionnel quand un bibliothécaire professionnel, s'appuyant sur les buts que les autorités de l'institution ou un comité d'administrateurs ont donné à la bibliothèque, sélectionne et administre les ressources de celle-ci de façon à remplir ces buts adéquatement. L'administration comprend le recrutement et l'entraînement d'un personnel qualifié, l'achat et le catalogage des volumes et des autres ressources, et l'utilisation d'un édifice ou de locaux dont le plan et l'équipement permettent la mise en oeuvre efficace de ces ressources.

(c) Le terme "bibliothèque" tel qu'employé dans cet exposeé comprend une grande variété de celles-ci, telles que les bibliothèques publiques, celles des écoles, collèges et universités, les bibliothèques spécialisées et celles du gouvernement.

Canadian Library Association
63 SPARKS STREET OTTAWA, CANADA

Association Canadienne des Bibliothèques
63 RUE SPARKS OTTAWA, CANADA

December 12, 1964

The Royal Commission on
Bilingualism and Biculturalism,
Ottawa, Ontario.

Gentlemen,

The Canadian Library Association - Association canadienne des Bibliothèques wishes to express the appreciation of its officers and members for this opportunity to bring before the Royal Commission those concerns pertinent to library service in Canada under the terms of reference of the Commission (section 2, Order-in-Council 1963 -1106-)

> "to report on the role of public and private organizations, including the mass communications media, in promoting bilingualism, better cultural relations and a more widespread appreciation of the basically bicultural character of our country and of the subsequent contribution made by the other cultures; and to recommend what should be done to improve that role;"

The 2600 members of the Association on whose behalf this brief is presented include every type of library and library service and also library trustees, librarians and friends of libraries.

The need for the services of a Canadian Library Association was felt as early as 1900. Although by resolution it existed on paper in that year, actual organization was delayed until 1946. In the meanwhile provincial library associations were organized - Ontario (1901); British Columbia (1911); Quebec (1932); the Maritime Provinces (1935); Manitoba (1936); Saskatchewan (1940); Alberta (1944); and also specialized library associations - the Canadian Association of Children's Librarians (1932); Canadian Library Council Incorporated (1941); and l'Association canadienne des Bibliothèques Catholiques - now l'Association canadienne des Bibliothécaires de Langue française (1943).

The Canadian Library Council Incorporated, under French and English Canadian library leadership and with financial assistance from the Carnegie Corporation of New York and the Rockefeller Foundation, called a national organizational conference in 1946 to form the Canadian Library Association. These library pioneers, fully aware of the bilingual and bicultural library needs of Canada, chose a bilingual name for the Association, adopted a constitution in English and in French and organized a varied programme to benefit library services in English and in French and to assist German and Ukrainian library collections.

These pioneers faced a difficult task for although the last hundred years have witnessed many developments in library service throughout the provinces and territories, it is regrettably true even in 1964 that:-

(1) public library service to adults and children is not universal.

(2) school library service to the elementary and secondary grades seldom supports the curriculum adequately.

(3) a recent survey of the holdings of 14 university libraries in the humanities and social science collections shows that until the undergraduate curriculum receives more complete library support, graduate research collections should not be considered.

It is of the utmost importance to national welfare that library services be improved especially if libraries are to assist in promoting bilingualism, better cultural relations and a more widespread appreciation of the basically bicultural character of our country and of the subsequent contribution made by the other cultures.

This Brief deals in a practical fashion with those matters in which libraries may assist in the promotion of Canadian bilingualism and biculturalism, multilingualism and multiculturalism beginning immediately.

The text has been prepared by committees in Montreal and in Ottawa under the chairmanship of the president of the Association 1963-64, with comment from 106 commentators chosen for their knowledge of library affairs throughout the country and including the presidents of the provincial library associations and the past-presidents of CLA-ACB. The task of compiling a brief which has the support of its 2600 members from every part of Canada and serving every type of library has presented difficulties. Thus the first checking copy received 700 paragraph comments and the second checking copy, 101 paragraph comments. After the fourth checking copy had been circulated a mail vote indicated agreement in policy from the Association's Council. The brief was made final on October 17th at a meeting in Toronto attended by CLA-ACB Councillors from across Canada.

The Brief is prefaced by a list of terms with definitions agreed to after circulation to the commentators. In following the Royal Commission's instructions to be brief and to the point, the compilers may have omitted supplementary information which the Royal Commission may need for its Research Department. Appended, therefore, is a series of exhibits about library work in Canada and the work of this Association. If additional information is needed, the Association will be glad to provide it.

All of which is respectfully submitted,

Edmond Desrochers, s.j.

Edmond Desrochers, s.j.
President, 1963-64.

Canadian Library Association
63 SPARKS STREET OTTAWA, CANADA

Association Canadienne des Bibliothèques
63 RUE SPARKS OTTAWA, CANADA

le 12 décembre, 1964

La Commission Royale sur le bilinguisme et
le biculturalisme,
Ottawa, Ontario.

Messieurs,

L'Association canadienne des Bibliothèques - Canadian Library Association - tient à vous dire combien son bureau de direction et ses membres apprécient le privilège de communiquer à la Commission Royale un rapport sur les services des bibliothèques canadiennes, selon les instructions de la Commission (section 2, arrêté ministériel 1963 -1106-)

> "de présenter un rapport sur le rôle des organisations publiques et privées - y compris les techniques de diffusion de la pensée - dans l'encouragement du bilinguisme, de meilleures relations culturelles et d'une appréciation plus générale du caractère fondamentalement biculturel de notre pays et de la contribution subséquente des autres cultures; et de recommander ce qui pourrait améliorer ce rôle;"

Les 2600 membres de l'Association au nom de qui nous présentons ce mémoire représentent tous les types de bibliothèque et de services de bibliothèque et aussi des administrateurs de bibliothèque, des bibliothécaires et des amis des bibliothèques.

On a senti le besoin d'une Association canadienne des bibliothèques dès 1900. Bien qu'une résolution fût passée par écrit cette année-là, l'organisation actuelle n'existe que depuis 1946. Entretemps, des associations provinciales furent organisées: Ontario (1901); Colombie britannique (1911); Québec (1932); les provinces maritimes (1935); Manitoba (1936); Saskatchewan (1940); Alberta (1944); et aussi des associations de bibliothèques spécialisées: l'Association canadienne des bibliothécaires pour enfants (1932); le Conseil des

bibliothèques canadiennes incorporé (1941); et l'Association canadienne des bibliothèques catholiques - maintenant l'Association canadienne des bibliothécaires de langue française (1943).

Le Conseil canadien des bibliothèques incorporé, sous les directives de bibliothécaires canadiens de langue française et anglaise et avec l'appui financier de la Corporation Carnegie de New York et de la Fondation Rockfeller, a organisé un congrès national en 1946, afin de fonder l'Association canadienne des bibliothèques. Ces pionniers, pleinement conscients du fait que le Canada avait besoin de bibliothèques bilingues et biculturelles, choisirent pour leur Association un nom bilingue, adoptèrent une constitution en anglais et en français et organisèrent un programme varié afin d'améliorer les services des bibliothèques bilingues et aussi les collections allemandes et ukrainiennes. La tâche de ces pionniers n'était pas une sinécure car malgré les développements des cent dernières années dans le domains des bibliothèques à travers le pays, il reste tristement vrai, même en 1964, que:

(1) le service des bibliothèques pour les adultes et pour les enfants n'est pas organisé partout.

(2) il est rare que le service des bibliothèques scolaires aux stades primaire et secondaire seconde efficacement le programme d'etudes.

(3) une enquête tenue récemment dans 14 bibliothèques universitaires sur leurs collections dans le domaine des humanités et des sciences sociales a démontré que, tant que le programme conduisant à un premier grade à l'université ne recevra pas un appui plus efficace de la part des bibliothèques, il est inutile de songer à l'établissement de collections de recherche pour les études conduisant à un grade supérieur.

Il est de la plus grande importance pour le bien-être de la population que les services des bibliothèques soient améliorés, surtout si celles-ci doivent aider à promouvoir le bilinguisme, de meilleures relations culturelles et une appréciation plus générale du caractère fondamentalement biculturel de notre pays et de la contribution subséquente qu'ont apportée les autres cultures.

Ce Mémoire tente d'expliquer de façon pratique comment les bibliothèques peuvent aider dès maintenant à promouvoir le bilinguisme et le biculturalisme canadiens, le pluralisme des langues et des cultures.

Le texte a été préparé par des comités à Montréal et à Ottawa, sous la direction du président de l'Association, 1963-64, et commenté par 106 personnes choisies pour leurs connaissances des problèmes des bibliothèques canadiennes, y compris les présidents des associations provinciales et les anciens présidents de l'ACB-CLA. La tâche de compiler pour une Association un mémoire ayant l'appui de ses 2600 membres répartis à travers tout le Canada et desservant tous les types de bibliothèque présentait certaines difficultés. Ainsi, la première rédaction a été gratifiéé de 700 paragraphes de commentaires et la seconde en a reçu 101. Après que la quatrième rédaction eut été mise en circulation, le Conseil de l'Association approuva par un vote postal, la politique qu'on y avait suivie. Le texte définitif du mémoire a été établi le 17 octobre, au cours d'une réunion à Toronto, à laquelle assistaient les membres du Conseil de l'ACB-CLA venus de toutes les parties du Canada.

Le Mémoire et précédé d'une liste de mots accompagnés d'une définition sur laquelle les commentateurs s'étaient mis d'accord. En suivant les instructions de la Commission Royale d'être brefs et de s'en tenir aux faits, les compilateurs ont pu omettre des renseignements utiles à la Commission dans

ses travaux de recherche. C'est pourquoi nous avons cru bon de joindre au présent mémoire une série de documents sur les bibliothèques canadiennes et les réalisations de cette Association. Si l'on a besoin de renseignements supplémentaires, l'Association se fera un plaisir de les fournir.

Le tout respectueusement soumis.

Edmond Desrochers, s.j.

Edmond Desrochers, s.j.,
Président, 1963-64.

BRIEF TO THE ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM
MEMOIRE A LA COMMISSION ROYALE SUR LE BILINGUISME ET LE BICULTURALISME

1. A library is a repository for man's greatest treasure - his cumulated knowledge about himself and his universe. Libraries foster spiritual freedom which is the birthright of every human being and the hallmark of a free society. Librarians are not only trustees of recorded knowledge but active agents for its dissemination and communication.

1. Une bibliothèque est un dépôt du plus grand trésor de l'homme - les connaissances qu'il a acquises sur lui-même et son univers. Les bibliothèques encouragent la liberté d'esprit qui appartient, par droit de naissance, à tout être humain et est la marque distinctive d'une société libre. Les bibliothécaires ne sont pas seulement les fiduciaires du savoir consigné sous différentes formes, mais des agents actifs chargés de le communiquer et de le répandre.

2. Libraries in Canada are governed by law. Academic libraries (school, college and university) are under the jurisdiction of their institutions and the governing regulations which have established these institutions. Special libraries (federal and provincial government, industry, professional associations, research bodies) are regulated by their particular department of government, their firms, profession or institution. Public libraries are governed by the library acts of the provincial and territorial legislatures. The first library legislation in Canada was passed on August 30, 1851, by the Baldwin-Lafontaine administration of the United Provinces of Canada.

2. Les bibliothèques canadiennes sont régies par la loi. Les bibliothèques académiques (d'école, de collège et d'université) sont sous la juridiction de leurs institutions et soumises aux règlements qui gouvernent ces institutions depuis leur fondation. Les bibliothèques spécialisées (celles des gouvernements fédéral et provinciaux, bibliothèques d'industries, d'associations professionnelles, d'instituts de recherche) sont régies par les ministères, firmes, professions ou instituts dont elles dépendent. Les bibliothèques publiques sont régies par les lois sur les bibliothèques des législatures provinciales et territoriales. Au Canada, la première législation des bibliothèques a été votée le 30 août 1851 par le gouvernement Baldwin-Lafontaine qui présidait aux destinées des provinces unies du Canada. Elle était intitulée: "Une loi qui pourvoit à l'incorporation et à la

It was entitled "an Act to provide for the incorporation and better management of library associations and Mechanics' Institutes". A reading of this Act and an examination of the acts included in "Canadian Public Library Laws", (1960), exemplifies the progress made and changes developed in public library service in the last century.

3. Whereas at the time of Confederation library legislation was for a corporation with members holding shares, today's legislation provides for free public libraries active in the educational and informational life of the country. While in 1857 the public library was a limited association, today's legislation provides for its organization municipally, regionally or in metropolitan units to serve hundreds of thousands of population and may cover thousands of square miles. Whereas in 1867 the librarian was trained as an interne in the school of experience and good intentions, today the librarian holds at least two university degrees (one a graduate degree in library science) and has been disciplined in library techniques and book selection

meilleure administration des bibliothèques d'associations, ainsi qu'à celles des Instituts de Méchanique". A lire cette Loi et à étudier ensuite les lois incluses dans "Canadian Public Library Laws" (1960) on se rend compte des progrès accomplis et de l'évolution des services des bibliothèques publiques au cours du dernier siècle.

3. Alors que, à l'époque de la Confédération, la législation sur les bibliothèques ne concernait que des corporations composées d'actionnaires, la législation actuelle prévoit l'établissement de bibliothèques publiques gratuites, participant à la vie du pays sur le plan de l'éducation comme sur celui de l'information. Tandis qu'en 1867 la bibliothèque publique était une association restreinte, de nos jours la législation prévoit son organisation à l'échelle municipale et régionale; dans les centres métropolitains, elle lui permet même de desservir une population de centaines de milliers de personnes et de couvrir milliers de milles carrés. Alors que le bibliothécaire de 1867 recevait sa formation à l'école de l'expérience et des bonnes intentions, le bibliothécaire d'aujourd'hui détient au moins deux grades universitaires (dont un baccalauréat en bibliothéconomie) et

to serve the particular needs of public, college, university, school and special libraries.

s'est familiarisé avec les techniques de la profession et le choix des livres, afin de répondre aux besoins particuliers des bibliothèques des collèges, écoles et universités, comme à ceux des bibliothèques publiques ou spécialisées.

4. Within the Canadian Library Association - Association canadienne des Bibliothèques there is agreement regarding the importance of furthering the bilingual and bicultural inheritance of Canada and the multilingual and multicultural inheritances where these exist. There has been national discussion as to how libraries may best assist in instituting a programme towards this end. The solution advocated is the organization throughout Canada of intercultural relations programmes for children, young people and adults.

4. Au sein de l'Association canadienne des Bibliothèques - Canadian Library Association, nous sommes d'accord sur l'importance de cultiver le double patrimoine linguistique et culturel du Canada, ainsi que celui du pluralisme des cultures et des langues, partout où il existe. Dans le pays tout entier, les bibliothécaires ont discuté de la façon dont ils pourraient le plus efficacement contribuer à la réalisation d'un tel objectif. On a préconisé comme solution l'organisation à travers tout le Canada de programmes de relations interculturelles pour les enfants, les adolescents et les adultes.

A Dynamic Intercultural Programme

Un programme interculturel dynamique

5. At the present time Canada is far behind the nations of the world with universal public library service such as is given in the United Kingdom and in Scandinavia. This Association is convinced that adequate communication between the different peoples of Canada is essential to bring about mutual

5. A l'heure actuelle, le Canada est très en retard sur les nations dotées d'un service de bibliothèques publiques intégral, tels ceux du Royaume Uni et de la Scandinavie. Ci-joints les rapports statistiques et les enquêtes les plus récents sur la situation des bibliothèques canadiennes Notre Association est convaincue que pour arriver à une connaissance et à une compré-

knowledge and understanding. Libraries are an important means of communication and play a vital role in improving intercultural relations by fostering mutual understanding and appreciation. The limited financial resources of all libraries tend to restrict the choice of books and services to one language. Libraries which undertake a dynamic intercultural programme, and which are ready to enlarge their library resources in order to perform such a role adequately, must have considerably increased financial support. Our Association gives its moral support to the adoption and energetic development of a dynamic intercultural programme in libraries throughout Canada. Such a programme to be effective must have so substantial an amount of additional funds that only the Federal Government could provide adequate assistance.

hension mutuelles, il est essentiel que les différents peuples qui forment le Canada puissent communiquer adéquatement entre elles. Les bibliothèques constituent un lien important et jouent un rôle vital dans l'amélioration des relations interculturelles en favorisant la compréhension et l'appréciation mutuelles. Toutefois, le budget limité de toutes les bibliothèques tend à restreindre le choix des livres et les services à une seule langue. Les bibliothèques qui entreprennent un programme interculturel dynamique et qui sont prêtes à développer leurs ressources afin de remplir un tel rôle adéquatement doivent recevoir un support financier considérablement accru. Notre Association fournit son support moral à l'adoption et au développement énergique d'un programme interculturel des bibliothèques canadiennes. Pour être efficace, ce programme doit compter sur une augmentation si substantielle de leur budget que seul le gouvernement fédéral serait en mesure de leur fournir un appui adéquat.

Intercultural programme for Boys and Girls and Young People

6. It is recognized that for juvenile bilingual and bicultural education, the libraries of schools and the boys and girls divisions of public libraries, can assist the acquisition of a second language and the comprehension of a second culture. For instance picture books in two languages

Programme interculturel pour garçonnets, fillettes et adolescents

6. C'est un fait reconnu que dans l'éducation bilingue et biculturelle de la jeunesse, les bibliothèques scolaires et les succursales pour enfants des bibliothèques publiques peuvent contribuer à l'acquisition d'une seconde langue et à l'appréciation d'une seconde culture. Par exemple, des livres illustrés en deux langues pour les

for the youngest readers have appeared in Europe and could be developed in Canada. An outstanding example is the work of Italian Antonio Fransconi whose book "The House that Jack Built" - "La Maison que Jacques a bâti" is attached as an appendix. With our population of only 20 million the sales of Canadian picture books in bilingual editions will undoubtedly be limited. Therefore, it is of vital importance that government grants-in-aid become available to promote the experimentation of Canadian artists, translators, writers and publishers for this new area of bilingual book production. Besides bilingual picture books the young child should be introduced to language teaching gramophone records, take part in French and English rhymed singing and thus acquire a bilingual and bicultural background in an effortless and pleasant manner as part of this proposed intercultural library programme.

As the child grows older and reaches the age group of 8-12 years, his experience in the second language should have become such that he can now enjoy books, magazines and newspapers

enfants ont été publiés en Europe et l'on pourrait répéter cette expérience au Canada. L'ouvrage de l'Italien Antonio Fransconi "La maison que Jacques a bâtie" - "The house that Jack built" - dont nous joignons un exemplaire au présent mémoire - est un modèle frappant de ce qu'on a réalisé ailleurs. Avec notre population de seulement 20 millions, la vente de volumes canadiens illustrés, édités en deux langues sera forcément limitée. C'est pourquoi il est d'une importance vitale que des subventions gouvernementales soutiennent la publication de tels ouvrages, afin qu'artistes, traducteurs, écrivains et éditeurs canadiens puissent expérimenter ce nouveau champ ouvert à l'édition. En plus de livres illustrés bilingues, on devrait rendre accessibles à l'enfant en bas âge des disques d'enseignement des langues, le faire participer à des séances de chant en anglais et en français. Il acquerrait ainsi de façon agréable et facile des rudiments de l'autre langue et de l'autre culture: ce qui est l'un des objectifs que se proposent les bibliothèques avec leur programme interculturel.

Quand l'enfant atteint l'âge de 8 à 12 ans, il devrait avoir acquis avec la seconde langue une familiarité qui lui permettrait désormais de goûter livres,

in his range of interest in both English and French. Thus he will realize that the second language is a means of daily communication and not a tedious lesson in irregular verbs.

To young people aged 13-18, with an awakened intellectual curiosity, book collections and gramophone records would present the best thought in both English and French and in any other language pertinent to the particular reader's needs.

Such an intercultural programme does not exist in our present libraries. However, it could be instituted given funds for:

(1) the purchase of suitable book and gramophone collections,

(2) the employment of librarians trained in intercultural techniques, and

(3) an imaginative programme of intercultural publishing under dynamic leadership.

Intercultural Programme for Adults

7. In planning an intercultural library programme the needs of today's adults must be included. For many of those who have a knowledge of French or English but not of both languages, bilingualism (previously defined as a knowledge of

revues et journaux appropriés à son âge aussi bien dans une langue que dans l'autre. Il se rendra ainsi compte que le second langage est un moyen de communication quotidienne et non pas une leçon ennuyeuse de verbes irréguliers.

Aux adolescents de 13 à 18 ans dont la curiosité intellectuelle s'est éveillée, les collections de livres et de disques offriraient le meilleur de la production littéraire en anglais et en français, ainsi qu'en toute autre langue répondant aux besoins particuliers d'un groupe de lecteurs.

Un tel programme n'est pas en vigueur dans nos bibliothèques à l'heure actuelle. Cependant, il pourrait être appliqué à condition que des fonds soient donnés pour:

(1) l'achat de collections de livres et de disques appropriés,

(2) l'emploi de bibliothécaires ayant l'expérience des techniques interculturelles,

(3) un programme de publications interculturelles sous une direction dynamique.

Programme interculturel pour adultes

7. Dans l'organisation d'un programme interculturel, les bibliothèques doivent prendre en considération les besoins des adultes d'aujourd'hui. Pour beaucoup de ceux qui savent soit le français, soit l'anglais, mais ne possèdent pas les deux langues, le bilinguisme (défini précédem-

French and English) is an academic question for one or more of the following reasons:

a) they have no daily use for another language;

b) they have no native ability for acquiring another language;

c) there is a limited supply of competent language teachers;

d) the community may have either English or French as one language, its second language being, not the other predominant language of Canada, but rather German, Ukrainian, Micmac, Gaelic, Cree, Italian, Chinese or Yiddish, to mention but a sampling of Canadian tongues.

For these unilingual Canadians it is of primary importance that the bicultural and multicultural inheritance in books and songs be made available through trustworthy and imaginative translations.

For linguistically advanced adults the intercultural programme would enrich the basic collection prepared for the young people and would follow the particular book selection policies of the library.

Intercultural programme in Academic Libraries

8. It is recognized that academic libraries in elementary and secondary schools, colleges and universities reflect the curriculum set by the governing body. The inclu-

ment comme la connaissance du français et de l'anglais) est un problème académique pour l'une ou plusieurs des raisons suivantes:

a) ils n'ont pas l'occasion d'utiliser l'autre langue dans la vie de tous les jours;

b) ils n'ont aucune disposition pour l'étude d'une autre langue;

c) il y a pénurie de professeurs compétents;

d) la langue courante de la communauté est soit l'anglais, soit le français, mais la langue seconde est non pas l'autre langue prédominante du Canada, mais plutôt l'allemand, l'ukrainien, le micmac, le gaélique, le cris, l'italien, le chinois ou le judéo-allemand (Yiddish) pour ne mentionner que quelques-unes des langues parlées au Canada.

A tous ces Canadiens qui ne parlent qu'une langue, il est de première importance que le patrimoine biculturel et multiculturel devienne accessible grâce à des traductions fidèles et vivantes.

A l'intention des adultes déjà avancés sur le plan linguistique, le programme interculturel enrichirait la collection de base montée pour les adolescents et suivrait la politique de choix des livres déterminée par la bibliothèque.

Programme interculturel des bibliothèques académiques

8. Il est reconnu que les bibliothèques académiques dans les écoles primaires et secondaires, dans les collèges et les universités reflètent le programme d'études établi par les autorités. L'acquisition

sion of language teaching aids (other than dictionaries, grammars, and word books) and of works of reference, fiction and non fiction in languages not provided for by the curriculum, is a policy decision over which library committees and librarians have little or no control as long as the budgets of academic libraries continue to be as restricted as they are at present. Certain Canadian academic libraries, especially at the university library level, however, have outstanding collections in the literatures and cultures of Canada which could, and on occasion do, enrich curriculum studies. The majority though are not in this preferred position and need to have their bilingual and bicultural collections strengthened.

de matériel d'enseignement des langues (autre que les dictionnaires, grammaires et livres de vocabulaire) et d'ouvrages de consultation et d'imagination se fait d'après des normes que les comités des bibliothèques et les bibliothécaires ne pourront guère influencer tant que les budgets des bibliothèques resteront aussi limités qu'ils le sont actuellement. Cependant, certaines bibliothèques académiques canadiennes, surtout au niveau universitaire, possèdent d'importantes collections d'ouvrages canadiens ou écrits sur le Canada qui pourraient contribuer et de fait, contribuent parfois à l'enrichissement des programmes d'études. Ajoutons que la plupart ne jouissent pas de cette situation privilégiée et que leurs collections rédigées dans les deux langues et renseignant sur nos deux cultures ont besoin d'être améliorées et complétées.

Intercultural programme in Special Libraries

9. It is recognized that for research, special and government libraries, subject matter in line with the purpose of the research (nuclear warfare, life insurance, forestry, industrial hygiene, economics and banking, meterology, art, music, agriculture, etc.) is of prime importance no matter what language is

Programme interculturel des bibliothèques spécialisées

9. Il est entendu que pour les bibliothèques de recherche, les bibliothèques spécialisées et gouvernementales, le sujet qui constitue le but même de la recherche (guerre nucléaire, assurance-vie, forêts, hygiene industrielle, économie et opérations bancaires, météorologie, art, musique, agriculture, etc.) est d'importance primordiale,

used in the work of reference. In short, language does not enter into the selection of these contributions to knowledge. If the special library considers the contribution sufficiently important, translation services are provided. It is unlikely that these collections of special knowledge need an intercultural programme.

quelle que soit la langue utilisée dans le travail de recherche. Bref, la langue n'est pas un critère dans le choix des ouvrages qui contribuent au savoir. Si la bibliothèque spécialisée considère l'apport de ces ouvrages assez important, elle requiert les services d'un traducteur. Il est peu probable que de telles collections nécessitent un programme interculturel.

The Need for Translations

10. Biculturalism in a library manifests itself either as a collection in two languages and representing two cultures in some depth or as a collection representing one language and at the same time providing the translated works of the authors of another linguistic and cultural group. In many instances general access to an unfamiliar culture is best provided in the familiar language in translation. Both biculturalism and intercultural relations in Canada depend in a large measure on an adequate programme of translation. Our Association recognizes that there are some talented translators in Canada, but the small number of translations published is evidence that the market for them offers too little inducement either to translators or to publishers. Extra inducement in the form of Federal Government subsidies

La nécessité des traductions

10. Le biculturalisme d'une bibliothèque se manifeste soit par une collection bilingue et représentative jusqu'à un certain point de deux cultures, soit par une collection en une seule langue, mais qui contient des traductions des ouvrages des écrivains d'un autre groupe linguistique et culturel. Dans bien des cas, le meilleur moyen d'accéder à une culture peu familière est de traduire celle-ci dans la langue familière. Au Canada, le biculturalisme et les relations interculturelles dépendent en grande partie d'un programme adéquat de traduction. Notre Association reconnaît qu'il y a au pays plusieurs traducteurs habiles, mais le nombre restreint de traductions publiées rend évident le fait que le marché offre peu de stimulant aux traducteurs comme aux éditeurs. Les uns et les autres devraient recevoir plus d'encouragement,

or prizes should be offered. There should be Federal Government encouragement of the organization of a School of Translation in a Canadian University.

grâce à des subsides du gouvernement fédéral ou à des prix. Le gouvernement fédéral devrait favoriser aussi l'organisation d'une école de traduction dans une université canadienne.

Selection of Library Material, Services and Staff

11. It is the conviction of this Association that since libraries deal with the dissemination of knowledge there should be no unnecessary language or cultural barrier of any sort in the selection of library materials and services and in the appointment of staff. A professional librarian in Canada should be competent first of all in the principal language of his library collection and library service to be rendered. In the sections of Canada where public and academic bilingual library service is desireable, professional librarians should have a working knowledge of the predominant languages and cultures of the community to be served. In special libraries, competent performance requires that priority be given to the appointment of librarians professionally trained in accredited library schools; and it may also require a reading knowledge of several languages important in the subject field.

Choix du personnel, des services et du matériel dans les bibliothèques

11. Notre Association est persuadée que le rôle des bibliothèques étant de répandre le savoir, les différences de langue ou de culture ne devraient élever aucune barrière dans le choix du matériel et des services d'une bibliothèque, ni dans celui du personnel. Au Canada, un bibliothécaire professionnel doit tout d'abord bien connaître la langue qui prédomine dans la collection de sa bibliothèque et dans les services qu'elle rend à ses abonnés. Dans les régions canadiennes où des bibliothèques publiques et académiques bilingues sont souhaitables, les bibliothécaires professionnels doivent avoir une connaissance pratique des deux langues et cultures de la communauté à desservir. Les bibliothèques spécialisées requièrent, pour que leur rôle soit rempli efficacement, la nomination de bibliothécaires ayant reçu un entraînement professionnel dans une école de bibliothéconomie accréditée; elles peuvent aussi requérir que le personnel soit en mesure le lire couramment plusieurs langues importantes par rapport au sujet qui constitue le centre d'intérêt de ces bibliothèques.

Recommendations

12. In order to establish intercultural programmes in libraries, it is recommended that Federal financial aid in the initial amount of $5 million be provided.

13. In order to provide children, young people and adults with books in their own language which will introduce them to all aspects of Canadian literature and to the works of Canadian authors, it is recommended that the Canadian government make provision for a considerable increase in the amounts that Canada Council may provide for a programme of translations and of original works in two or more languages.

14. In order to provide imaginative and trustworthy translations, it is recommended that a Canadian university be invited to establish a School of Translation with a Diploma for competence.

15. In order to ensure the high quality and continuing development of special and research libraries, among which are many government

Recommandations

12. Afin d'établir des programmes interculturels dans les bibliothèques, on recommande que le gouvernement fédéral fournisse un appui financier initial de $5 millions de dollars.

13. Afin de procurer aux enfants, aux adolescents et aux adultes des livres rédigés dans leur propre langue et qui leur feront découvrir tous les aspects de la littérature canadienne et les ouvrages des écrivains canadiens, on recommande que le gouvernement fédéral augmente de façon considérable les sommes mises à la disposition du Conseil des Arts pour des traductions et des ouvrages originaux en deux ou plusieurs langues.

14. Afin de favoriser des traductions fidèles et vivantes, on recommande qu'une université canadienne soit invitée à établir une école de traduction qui donne un diplôme de compétence.

15. Afin que les bibliothèques de recherche et les bibliothèques spécialisées - parmi lesquelles plusieurs sont gouvernementales - soient hautement qualifiées et

libraries, it is recommended that the selection of professional librarians should not be subject to any language requirement other than competence in the major language of the collection.

continuent à se développer, on recommande que le choix de leurs bibliothécaires professionnels ne subisse sur le plan linguistique qu'une exigence: la compétence dans la langue qui prédomine dans leurs collections.

All of which is respectfully submitted,
Le tout respectueusement soumis,

Edmond Desrochers, S.J.

Rev. Edmond Desrochers, s.j.,
President, CLA-ACB 1963-64.

STATEMENT BY MITCHELL J. SAGO

Tabling the Brief of the CANADIAN COUNCIL OF NATIONAL GROUPS
TO THE
ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM
Thursday, December 2, 1965
The Empress Room, Park Plaza Hotel, Toronto

Mssrs. Chairman, Madam, Gentlemen:

Eighteen months have passed since the Canadian Council of National Groups submitted their brief to this inquiry. A great deal has happened in this period, including changes, that are pertinent to the work of this Commission. We believe, however, that the substance of our presentation remains valid, and our views, if anything, have been reinforced by all that has happened in the interval.

Nor can there be any doubt that some of these changes, especially in attitudes, ideas, and in the growth of public discussion and public awareness of a Canada in crisis, have been influenced and enlarged by the scope and methods of your inquiry, and by the publication of your Preliminary Report.

We wish to take this opportunity of congratulating the Commission on its Preliminary Report.

We can only guess at the difficulties that must have faced the Commisioners in determining the nature of the Report, and in their commendable decision to speak with candor on the existence and severity of the developing crisis in Confederation.

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We also appreciate the degree of objectivity with which you reported the problems and conflicts that were mirrored in 17 months of regional hearings from coast to coast, regardless of how each of us may assess the problems.

It took a great deal of courage to report the truth as you saw it, and to do so in the face of the inevitable abuse you knew it would precipitate.

If only the politicians in last month's election had half the courage to similarly confront the realities, the first leg of the journey to a better understanding of what ails us would have been accomplished. But this is like wishing that politicians were statesmen, especially in a situation fraught with danger for a Canada about to embark on her second century.

We found it strange indeed that the leaders of the two contending parties for power, in the November 8 election campaign, had nothing to say about the disturbing and challenging contents of the Preliminary Report. (One party leader dismissed the Commission early in the campaign, as an exercise in futility for crackpots and the lunatic fringe. This kind of intemperate attack,of course, is unworthy of a leader and is typical of the closed mind.)

Our Council, in a special appeal to candidates and electors, urged the widest public discussion of the

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preliminary findings of this Royal Commission. Such a discussion never took place. Perhaps it was because the Report revealed too much for the comfort of some, and demanded far more than others were prepared to offer or acknowledge.

Instead, there was the usual lip-service to national unity; the usual abstractions about recognition of two languages and cultures; and the usual distortions of basic issues in the growing crisis of Confederation. What it revealed was an abdication of leadership and responsibility by those aspiring to manage the affairs of this country in a decisive period of our history.

One final observation on the national debate that ended with the vote on November 8. It produced a Parliament and Government that will not only receive and consider your final report and recommendations, but whose decisions will greatly affect the future course of Confederation. This brings a new dimension to the role of the 27th Parliamant of Canada that deserves to be kept in mind.

More than two years have passed since the Federal Government appointed the Royal Commission on Bilingualism and Biculturalism. This period has been marked by the growing assertion of French Canada for a new relationship between the two national communities; of their demand for a partnership of

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equals within Confederation; and of their right to be masters in their own house.

The vigor with which they are pressing these demands only emphasizes the critical nature of the problems, and the urgent need to find a solution.

There has been, among the English Canadians, a growing awareness of the problem, and a recognition by ever-increasing numbers, that a crisis does exist. Perhaps it is more correct to say that more people accept the fact that there is something wrong in the State of Canada, but have yet to grasp the essential fact of the crisis. Due to the absence of leadership in this situation, many do not see any effective solution to the crisis.

Because of this incomprehension, many French Canadians are drawing the conclusion that there is little or no hope for the fulfilment of their aspirations within the framework of Confederation. This is illustrated by the increasing divergence of political issues and attitudes within each nation.

Reactions to the crisis, among Anglo-Canadians, have been mixed. Attitudes and prejudices have hardened in some areas, notably in the West. This is highlighted by the vehement rejection of any fundamental change in the present structure of Confederation. But there are also signs of some degree of readiness

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to consider the need for a recasting of the Canadian Constitution.

There have been other changes in attitude as well. There has been a livelier concern with the evils of discrimination against such minority groups as the Indian people. There is also a sharper interest and greater awareness in national groups, and in their place and role in the scheme of things.

The rights and aspirations of the national group communities, which the Preliminary Report describes as a special element in Canadian life that continues to retain a vigorous sense of cultural identity, are affected and conditioned by the French-English relationship, and by the unresolved issue of national equality within these relations.

It is our view that so long as French Canadians are the victims of inequality, the national groups will continue to suffer discrimination and will fail to realize their full potential. We firmly believe that the national groups, as integral parts of English and French Canada, can never take their rightful place in Canadian society seperate and apart from the resolution of French Canadian aspirations.

What equity can there be for the parts so long as there is inequality within the whole?

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It is true that the national groups have retained a vigorous sense of identity. We also believe that it is true to say that this identity has been maintained and shaped in a climate of adversity and discrimination. Too often and for too long, people in these communities have known the degradation of second-class citizenship. While this is less blatant today, and society is increasingly self-conscious about it, there is continuing evidence to support the contention that this condition persists in one form or another.

One need only look at the hundreds of our senior citizens, of other than British or French origin, who continue to suffer the indignity of non-citizenship because of political prejudice by the powers that be. They are among the immigrant settlers, those whom we shall honour as pioneer builders of this country, when we celebrate such historic dates as the 75th anniversary of Ukrainian immigration to Canada next year, and when we celebrate the Canadian Centennial in 1967.

Many of their sons and daughters, and their grandchildren, are being deprived of their right to celebrate the Centennial. They have been denied participation in the official Centennial folk arts program on a shabby pretext that fails to conceal the root cause of the discrimination.

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Not a few of their descendants have found restrictions of opportunity and employment due to the foreign names they inherited, and because they are not of British stock. While this form of discrimination is not as prevalent as it once used to be, subtle traces of it remain.

When we speak about the national groups in this country, we do not limit our concept to the post-war immigration - to those who came to Canada since 1945. While they are the most recent element to infuse the ethnic communities, with special problems as recent immigrants, they do not constitute the majority of those who form the national groups (with the exception of the Italians.) The majority is comprised of the earlier waves of immigration, at the turn of the century and in the twenties and thirties, and includes three and four generations of their native-born offspring.

The tendency to equate the needs and aspirations of the ethnic groups, and their role in our society, with only the immigration that came to this country after World War II, is both wrong and misleading. This is how certain politicians see the national groups, as they pursue their careers and ambitions.

The political opportunists among them have created a hideous caricature of the national groups in the

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public life of our country. They have sedulously built a false image of these groups as notorious hotbeds of alien ideologies and foreign intrigues. They have and continue to exploit many of these groups for their own selfish ends - usually with the connivance of some of the most irresponsible and extreme elements in these communities.

It is time to put an end to this vicious caricature of the national groups, both from within the communities and by those outside. Present attitudes and practices can only continue to corrupt the concept, distort the history, role and cultural values of these groups, and to fetter the creative potential of their contributions to Canada as a whole.

There is an urgent need to re-establish a true sense of values and a new direction of purpose in the creative life of these communities, and to elevate them to their proper place within the scheme of things. Unless this is done, political and other forms of discrimination against many members of our society who belong to these groups will persist

In the words of our Brief to this Commission:

> "An end to this policy of discrimination is a prerequisite for a stronger 'contribution by other ethnic groups to the cultural enrichment of Canada' and as one of 'the measures that should be taken to safeguard that contribution'".

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We wholeheartedly concur with the finding of the UN Sub-Commission of Prevention of Discrimination and Protection of Minorities (November, 1961):

> "In the modern world, political rights are regarded as human rights - equal and inalienable rights of all members of the human family which should be protected by law."

And further:

> "The mutual relationship between political rights on the one hand and ecomonic, social and cultural rights on the other hand become clearly apparent ... The effective exercise of political rights is a means of attaining all other rights and freedoms."

The Submission of the Canadian Council of National Groups, like so many others presented to you, calls for recognition of languages, other than French and English, to the extent of teaching them as optional subjects in schools and universities; access to the mass communications media, such as radio and television, for important cultural contributions of the national groups; and public aid to significant cultural projects in these communities.

There appears to be a broad concensus in favour of such measures. This includes a general acceptance of French and English as the official languages of the country, with no serious pretensions to give other languages similar official status. But in the

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larger area of binationalism, opinion is divided, confused, and uncertain as to the true nature of the crisis.

Unlike many of the organizations and centres of organization in the national group communities, we share the view of those who believe that Canada is in serious trouble, and that the crux of the crisis lies in the need for a new Confederation of two nations in place of the BNA concept of ten provinces.

There is an urgent and inescapable need to recognize the existence of two nations, their right to full equality within a new confederal partnership. Unless this is done without undue delay and procrastination, then Canada will truly face, what the Preliminary Report describes, as that "time when decisions must be taken and developments must occur leading either to the break up of Confederation or to a new set of conditions for its future existence."

We advanced the proposal for a new Canadian constitution that will codify the terms of equal partnership within a new concept of Confederation. We submit, in our Brief, that such a new constitution should incorporate a Bill of Rights - including citizenship as a constitutional right,

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and the right of all national groups to cultivate the language and attributes of their ethnic culture.

We also propose that a Constituent Convention be convened for the purpose of drafting a new constitution on the basis of equal representation from both nations, and in accordance with the principle of unanimity.

These are deep and challenging questions now before the people and the new Parliament of Canada. We share the optimism of the Commission in the ability of this country to democratically resolve this crisis. While there are reasons for concern with the developing crisis in Confederation, there is no cause for defeatism. We feel that the national groups can contribute to the climate of understanding that is sorely needed, and to the growth and enrichment of a united Canada on the eve of her second century.

We hope that the final results of your work will help to illuminate some of the answers that must be found.

Mitchell J. Sago

on behalf of the

CANADIAN COUNCIL OF NATIONAL GROUPS
Member - Organizations:
Association of United Ukrainian Canadians; Federation Russian Canadians, Federation of Yugoslav Canadians; Polish Democratic Association; Society of Carpatho-Russian Canadians; United Jewish Peoples Order; Macedonian Peoples League; Lithuanian Literary Society; Bulgarian Peoples League; Slovak Benefit Society; Hungarian Kossuth Society; Finnish Organization of Can.

SUBMISSION

to

THE ROYAL COMMISSION

ON

BILINGUALISM AND BICULTURALISM

by

THE CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS

June 1964

Cable Address: Canchart

Tel: 416-924-7474

THE CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS

L'INSTITUT CANADIEN DES COMPTABLES AGRÉÉS

Chartered Accountants Building, 69 Bloor Street East, Toronto 5, Ontario

To the Commissioners,
Royal Commission on Bilingualism and Biculturalism,
Ottawa, Canada.

There are perhaps few people who would think instinctively of turning to chartered accountants when cultural problems arise. However, the accounting profession in our country is organized on the basis of separate Institutes in each province and when admitted to membership in any of these provincial Institutes, an accountant also becomes a member of the Canadian Institute. In this manner the organization of the profession reflects the federal nature of the country. In the conduct of our affairs we are very much aware of the dual nature of our membership and the exacting demands of biculturalism and bilingualism. As your Commission must be hearing a great deal about the troublesome nature of the problems to which these demands can give rise, we felt that you might appreciate a submission from an organization which for some years now has recognized that it must function in two languages, and has been orienting its administration more and more in that direction.

That we consider we have recognized the many problems that arise should not be taken to imply that we believe them easy to solve, or that we have yet achieved an optimum balance. We merely submit that we are finding these problems manageable and with growing experience and a conscious effort, we have no doubts about the feasibility of conducting our affairs in two languages.

The Canadian Institute of Chartered Accountants, which comprises the members of the ten provincial Institutes, is the national spokesman for over 13,000 chartered accountants. In addition to these, each of the provincial Institutes has an enrolment of students which would add a further 5,000 persons indirectly within the orbit of influence of the Canadian Institute. Like other Canadian organizations operating on a national scale, we are faced with a division of function and responsibility between the Canadian and provincial Institutes. In theory this is not an easy distinction to make in a precise and clear-cut manner, but in practice we have found that a reasonably workable division of fields can be made. For example -

The education of our students must by its very nature be a provincial matter in order that it may fit in with the pattern of the educational system extant in Canada. Nevertheless we have been successful in so

co-ordinating the examinations on a national scale that each of the provincial Institutes has for many years now accepted and adopted the one set of examinations as its standard of qualification. You can appreciate the importance of this to a profession in contributing to a uniform standard of competence throughout the country.

Research in its every phase is easy to classify as a nationwide project, because of the very heavy cost of research and the advantages that can come from pooling of talent and resources.

On the other hand, the supervision of professional conduct of members is a matter that can be handled most effectively at the provincial level.

Practice has resulted in the work of the national body being of two sorts. In certain areas it takes direct responsibility - for example, in research - while in other areas it provides a meeting ground for the provincial Institutes to consider matters which are essentially provincial in nature, but where there are advantages to pooling the experience of the different provincial Institutes.

In a recent report from a committee set up to study our organization, the principle underlying the distinction of function is stated in these terms -

"Recognizing that the provincial Institutes are in closer contact with individual members, the Canadian Institute will not attempt to do what the provincial Institutes are capable of doing effectively and economically by themselves."

The last thing we would wish to do is to minimize the exigencies of working in two languages. The technical nature of the language used in financial reporting and management accounting gives rise to many problems, some of which are particularly difficult to resolve. Professional accounting as now practised on the North American continent had its origins in Scotland - relatively recently as these things go. The first professional Institute was, for example, founded in Scotland in 1853 and the early organization of the profession in Canada was almost entirely through the efforts of Scottish accountants who had migrated here. As recently as a generation ago, there were relatively few French-speaking chartered accountants even in the Province of Quebec. The trend in recent years has been strongly towards the development of a greater number of French-speaking accountants, with the result that 43% of the membership of the Institute of Chartered Accountants of Quebec is now comprised of members whose mother tongue is French, and the rate of admissions indicates that they will soon be in the majority in that Institute.

In the earlier years of the profession very little attention was paid to bilingualism, even in the provincial Institutes; nor did there appear to be any representations for material emanating from their offices to be other than in English. We mention this to emphasize that, insofar as our profession is concerned, bilingualism and biculturalism are developments of comparatively recent origin.

It is fair to say, we believe, that the evolution of financial accounting in France has proceeded along quite different lines from that in English-speaking countries. Thus, one of the great difficulties encountered is to find accepted and uniform French terms to express the equivalent of the technical terms that have become current in accounting literature throughout the English-speaking world. A very large proportion of the technological advances in management accounting in recent years has emanated from the United States of America and from the United Kingdom. This is particularly so in respect of developments adopted throughout Canada. Consequently, the problem of coining suitable equivalents in French which will gain universal acceptance becomes a formidable task. A great deal of excellent work has been done, much of it on a volunteer basis, by our French-speaking members, but this still remains a difficult area. Naturally, some of the technological advances are having their impact felt in France, and indeed, in some phases, refinements are being made there. While this should be of material assistance in developing some uniformity of lexicon, it should be noted that there is at present a fairly wide divergence between some of the terminology currently used in Canada and that in use in other French-speaking communities throughout the world. This is, of course, directly related to the source development of accounting techniques and practices.

There are not a great many suitable accounting text books in English applicable to Canadian practices, and there is a real dearth of texts in French. Under the sponsorship of the Canadian Institute "Termes Comptables", a lexicon of French equivalents to commonly used accounting expressions, has now been issued in its second edition. There is, however, much to be done in this direction, and the problem receives our constant attention and we believe we are making progress.

Undoubtedly operating in two languages is a difficult art and involves heavy expense; however, in our opinion, there is no great mystery about how to succeed in doing so. It is abundantly clear to us that any material worth issuing to our members must be available to them in the language with which they are most familiar. Thus -

When uniform examinations were first promulgated in 1939 it was obvious that the questions had to be available in both English and French, and arrangements were made for the uniform marking of the candidates' answers.

When the Institute first issued its Research Bulletins it was evident that these important official pronouncements could only be effective if available in both languages - and they have been so available since the first bulletin was issued in 1946.

Our Annual Report to members was for the first time in 1963 produced entirely in both languages and will continue to be in future years. Research Studies, a new series of publications begun just a year ago, have so far been the results of work carried out by English-speaking members, but these studies will be translated.

Our monthly journal, THE CANADIAN CHARTERED ACCOUNTANT, is still far from being completely bilingual, but its editorial is always written in both languages and we are gradually increasing the number of original articles written in French, as well as making available translations of the more important articles written in English.

At our Annual Conference this year all sessions will be carried on with simultaneous translations.

The Executive and Council of the CICA are composed of representatives elected by the provincial Institutes. We naturally have a balance of representatives from across the country and this would include a number of representatives of our French-speaking members. Two presidents of the CICA were of French origin, and it is happily becoming more and more usual for the president to be able to speak both languages to some extent at least.

A senior staff member at our Toronto headquarters is French-speaking and all correspondence is dealt with in the language of origin.

We believe we are making some headway in encouraging our French-speaking members to contribute to accounting literature. It must be appreciated, however, that of the more than 13,000 members in Canada, fewer than 15% are of French origin, and probably 90% of these are members of the Quebec Institute. Thus the responsibilities of attaining a fair balance of our two cultures largely devolve upon both the Canadian and Quebec Institutes. We do not believe this is different from other professions, but it does put a fairly heavy onus on a relatively small segment of the members to achieve a fair degree of parity with their counterparts. Every encouragement and opportunity is given to these members to serve on committees and in other ways, with

the result that the sum total of the contribution from the French-speaking members is considerable.

The provincial Institutes, of course, face varying degrees of the problems arising from bilingualism. The Quebec Institute, by the very nature of its composition, is virtually bilingual. For some years now the presidency of the Quebec Institute has alternated between French- and English-speaking members, each of whom has had considerable facility in expressing himself in the second language. Both cultural groups are usually well represented on the Council of the Quebec Institute and on its many committees. Deliberations of these committees are in either or both languages.

Other Institutes have a lesser problem in respect to bilingualism as there are so few French-speaking members belonging to them. However, the present president of the New Brunswick Institute is French-speaking.

We are taking this opportunity of reporting to your Commission because we do not feel that our experience is any less difficult than that of some of those which have been played up in the press by other people - and yet even in the relatively short space of time that they have been brought into focus we believe that we can claim to have developed an excellent spirit of friendly and easy co-operation in the process.

Two years ago we appointed a Special Committee on Objectives and Organization to review thoroughly the objectives of our profession and our professional Institutes. The Chairman of that Committee, J.R.M. Wilson, FCA, of Toronto, reported at our last Annual Conference in Winnipeg on the first part of his Committee's work and concluded his report with these words, which we think sum up the present situation:

> "As Canada approaches its 100th birthday, many voices of doubt, and some of doom, have been raised in the land until we begin to wonder whether a nation so divided can possibly endure. Some of us would like to make a rebuttal to such voices but lack the platform to make our own voice heard, or are fearful that what we might say will be misunderstood and irritate, when all we wanted to do was explain. But I suggest we are not completely helpless for we have within our own profession an opportunity to work out a solution to Canadian federalism. Our Committee's review of the work of the Canadian Institute shows that we have found ways to meet the legitimate aspirations of the individual provinces without impeding the progress of the whole. We have, of course, not perfected the technique, and maybe we never will. But we

have established that with goodwill, tolerance, understanding and friendship our Canadian institutions can flourish. And, actions speak louder than words."

Respectfully submitted,

Howard I. Ross,
President.

June 1964

"Alors que le Canada se prépare à célébrer son 100ième anniversaire, il y a des voix qui sèment le doute, et bien des prophètes de malheur, à tel point qu'on commence à se demander s'il est possible pour un peuple si divisé de continuer d'exister. Nombre d'entre nous aurait voulu répondre à ces voix, mais, ou bien il nous manque la tribune pour faire entendre notre voix, ou bien nous avons peur que ce que nous pourrions dire soit mal compris et irrite, alors que tout ce que nous aurions voulu faire, c'était d'expliquer. Je prétends cependant que nous ne sommes pas complètement privés de moyens puisque nous avons, à l'intérieur même de notre profession, l'occasion de produire une solution au fédéralisme canadien. L'examen du travail de l'Institut effectué par notre comité démontre que nous avons trouvé le moyen de rencontrer les aspirations légitimes des provinces individuelles sans empêcher le progrès du tout. Nous avons, bien entendu, à perfectionner notre technique et, peut être n'y atteindrons-nous jamais. Mais nous avons prouvé qu'avec la bonne entente, la tolérance, la compréhension et l'amitié nos institutions canadiennes pourront s'épanouir. Et, les actions sont plus fortes que les paroles".

Respectieusement soumis,

Le président,

Howard I. Ross.

Nous croyons faire du chemin dans nos efforts pour stimuler nos membres francophones à contribuer à la théorie comptable. On doit comprendre cependant, que, des plus de 13,000 membres au Canada, moins de 15% sont d'origine française, plus de 90% de ceux-ci sont membres de l'Institut de Québec. Ainsi la responsabilité d'en arriver à un équilibre entre tous les membres des deux cultures est dévolu, en grande partie, à l'Institut Canadien et à l'Institut de Québec. Nous ne croyons pas que cela soit différent des autres professions, mais la situation place un fardeau onéreux sur un nombre relativement petit de membres afin qu'eux établissent un degré convenable d'équivalence avec leurs confrères anglophones. A toute occasion on encourage ces membres à servir soit sur des comités ou autrement, avec le résultat que la somme des contributions des membres francophones est considérable.

Bien entendu, les Instituts provinciaux font face, à des degrés différents, aux problèmes du bilinguisme qui surgissent. L'Institut de Québec, par la nature même de sa composition, est bilingue de fait. Depuis quelques années maintenant, la présidence de l'Institut de Québec alterne entre membres francophones et membres anglophones, chacun des élus ayant une facilité considérable dans la langue seconde. Les deux groupes culturels sont généralement bien représentés sur le conseil de l'Institut de Québec et sur ses comités. Les débats de ces comités sont menés soit dans l'une soit dans les deux langues.

Les autres Instituts ont un problème moindre par rapport au bilinguisme puisqu'il y a peu de membres francophones qui leur sont affiliés. Cependant, le président actuel de l'Institut du Nouveau-Brunswich est francophone.

Nous avons profité de cette occasion pour faire rapport à la commission puisque nous ne croyons pas nos difficultés moindres que celles de gens qui ont fait la manchette -- tout de même, depuis le temps relativement court où ces problèmes ont été mis en relief, nous croyons pouvoir dire que nous les avons abordés avec un excellent esprit d'amitié et de coopération.

Il y a deux ans nous avons nommé un comité spécial sur les buts et l'organisation, chargé de faire une revue complète des objectifs de notre profession et de nos Instituts professionnels. Le président de ce comité, J.R.M. Wilson, FCA, de Toronto, fit rapport à notre dernier congrès annuel à Winnipeg sur la première partie du travail de son comité et conclut son rapport en ces mots, qui, nous croyons, résument la situation présente:

il y a beaucoup à faire dans ce domaine, et le problème reçoit notre attention constante et nous croyons faire des progrès.

Sans doute le fait d'opérer dans deux langues est un art difficile et exige une forte dépense, cependant, à notre avis, il n'y a pas grand mystère sur la façon d'y réussir. Il nous parait très clair que tout matériel qui vaut la peine d'être envoyé à nos membres doit être disponible dans la langue qui leur est la plus familière. Ainsi -

Lorsque les examens uniformes ont été établis en 1939, il était évident que les questions devaient être disponibles en anglais et en français, et on s'est organisé pour faire la correction uniforme des réponses des candidats.

Lorsque l'Institut a publié, pour la première fois, ses bulletins de recherches, il était évident que ces importants énoncés officiels ne pourraient être efficaces que s'ils étaient disponibles dans les deux langues, et ils l'ont été depuis qu'on a émis le premier bulletin en 1946.

Notre rapport annuel aux membres a été rédigé dans les deux langues pour la première fois en 1963 et continuera de l'être dans les années à venir.

Les "Etudes" du département des recherches, une nouvelle série de publications qui a débuté il y a un an, ont, à date, été le résultat de travaux effectués par des membres anglophones, mais on les traduira.

Notre revue mensuelle, THE CANADIAN CHARTERED ACCOUNTANT est loin d'être complètement bilingue, mais son éditorial est toujours écrit dans les deux langues et nous augmentons graduellement le nombre d'articles originaux écrits en français de même que les traductions des plus importants articles écrits en anglais.

A Notre congrès annuel cette année, toutes les séances feront l'objet de traduction simultanée.

L'exécutif et le conseil de l'ICCA sont composés de représentants élus par les tituts provinciaux. Nous avons naturellement un équilibre dans la représentation des diverses régions du pays et elle comprend des représentants de nos membres francophones. Deux présidents de l'ICCA étaient francophones et maintenant c'est chose de plus en plus commune que le président soit capable de parler les deux langues, du moins jusqu'à un certain point.

Un membre senior de notre personnel, à nos quartiers généraux, à Toronto, est francophone et toute la correspondence se fait dans la langue dont se sert l'originateur.

on trouvait assez peu de comptables agréés francophones. Dans les années récentes il y a eu une forte tendance à développer un plus grand nombre de comptables francophones avec le résultat que l'Institut des Comptables Agréés de Québec est, dans la proportion de 43%, composé de membres dont la langue maternelle est le français; le rythme des admissions indique qu'ils seront bientôt en majorité dans cet Institut.

Dans les premières années de la profession on portait peu d'attention au bilinguisme, même dans les Instituts provinciaux; il n'y avait même pas de demandes, semble-t-il, pour que le matériel émanant de leurs secrétariats soit dans une langue autre que l'anglais. Nous mentionnons ce point pour insister sur le fait que, pour la profession, le bilinguisme et le biculturalisme sont des développements d'origine relativement récente.

Nous croyons qu'il est juste de dire que la comptabilité financière a suivi, en France, des tracés assez différents de ceux des pays de langue anglaise. Ainsi il est plutôt difficile de trouver des termes acceptés et uniformes pour exprimer l'équivalent des termes techniques d'usage courant dans le langage comptable du monde anglophone. Une très forte proportion des progrès technologique des années récentes dans le domaine de la comptabilité de gestion, émanait des Etats-Unis d'Amérique et du Royaume-Uni. C'est particulièrement vrai des innovations acceptées à travers le Canada. En conséquence le problème de forger en français des équivalents convenables qui soient universellement acceptables, devint une tâche formidable. Une large mesure de bon travail a déjà été effectuée, en grande partie sur une base volontaire, par nos membres francophones, mais c'est tout de même un domaine difficile. Naturellement quelques-uns des progrès technologiques se sont fait sentir en France, et même, sous certains aspects, ont été l'objet d'améliorations techniques. Même si c'est d'une aide considérable dans l'élaboration d'une uniformité de termes, on devrait noter qu'il y a, à l'heure actuelle, d'assez grandes divergences entre certains termes en usage au Canada et ceux dont on se sert dans les autres communautés de langue française du monde. Cette difficulté est directement reliée au point de départ de l'évolution des techniques et des pratiques comptables.

Il n'y a pas beaucoup de manuels de comptabilité écrits en anglais qui soient adaptés aux pratiques canadiennes, et, en français, ils sont plus rares encore. Commandité par l'ICCA "Termes Comptables", lexique d'équivalents français pour des termes comptables anglais d'usage courant, en est à son deuxième tirage. Cependant,

L'enseignement fourni aux étudiants est, par nature, du ressort provincial puisqu'il doit s'intégrer au système d'enseignement établi au Canada. Néanmoins nous avons réussi à coordonner les examens sur une base nationale de sorte que chaque Institut provincial a, depuis nombre d'années, accepté et adopté une série d'examens comme norme d'accès à l'ordre. Vous pouvez en apprécier l'importance pour une profession puisque ce geste contribue à une norme uniforme de compétence à travers le pays.

La recherche dans toutes ses phases est facile à inscrire comme projet d'envergure nationale, étant donné les frais élevés de la recherche et les avantages qui peuvent découler de la mise en commun du talent et des ressources.

D'un autre côté, la surveillance de la conduite professionnelle des membres est un sujet qui peut le plus effectivement être traité au niveau provincial.

Des considérations pratiques ont voulu que l'organisation nationale ait deux fonctions distinctes. Dans certains domaines l'Institut a une responsabilité directe - par exemple dans celui des recherches - tandis que dans d'autres domaines, l'ICCA fournit aux Instituts provinciaux un terrain de rencontre afin qu'ils considèrent les sujets d'ordre provincial, là où il y a avantage à mettre en commun leur expérience variée.

Dans un rapport récent provenant d'un comité dont le but était d'étudier l'organisation de l'ICCA, le principe qui justifie la distinction des fonctions a été exprimé de la façon suivante -

"Reconnaissant que les Instituts provinciaux sont en liaison plus étroite avec les membres individuels, l'Institut Canadien ne tentera pas de faire ce que les Instituts provinciaux peuvent faire eux-mêmes de façon plus efficace et plus économique".

Ce n'est pas du tout notre intention d'amoindrir les difficultés de travailler dans deux langues. La nature technique des termes qui servent aux rapports financiers et à la comptabilité de gestion donne lieu à de nombreux problèmes dont certains sont particulièrement difficiles à résoudre. La comptabilité professionnelle, telle qu'elle est pratiquée sur le continent Nord Américain, a eu son origine en Ecosse -- assez récemment d'ailleurs, toutes choses étant considérées. Le premier institut professionnel a, par exemple, été fondé en Ecosse en 1853 et la structure originaire de la profession au Canada a été, en quasi exclusivité, le fait de comptables écossais qui avaient immigré au Canada. Il n'y a pas plus d'une génération,

Cable Address: Canchart

Tel: 416-924-7474

THE CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS

L'INSTITUT CANADIEN DES COMPTABLES AGRÉÉS

Chartered Accountants Building, 69 Bloor Street East, Toronto 5, Ontario

Aux Commissaires,
Commission Royale d'Enquête sur
le Bilinguisme et le Biculturalisme,
Ottawa, Canada.

Il y a peut-être très peu de gens qui se tourneraient instinctivement vers les comptables agréés lorsque surgissent des problèmes culturels. Cependant, la profession comptable du pays est organisée sur la base d'Instituts distincts dans chaque province et, lorsqu'admis comme membre d'aucun de ces Instituts provinciaux, un comptable devient membre de l'Institut Canadien. De cette façon l'organisation de la profession reflète l'aspect fédéral du pays. Dans l'administration de nos affaires nous sommes très conscients du dualisme qui existe chez nos membres et des sérieuses exigences du biculturalisme et du bilinguisme. Etant donné que votre Commission a dû entendre parler des problèmes difficiles que ces faits peuvent faire surgir, nous avons cru que vous apprécieriez la présentation d'un mémoire provenant d'une organisation qui, depuis quelques années, a reconnu qu'elle doit fonctionner dans deux langues et a, de plus en plus, dirigé ses efforts dans cette direction.

Le fait que nous croyons reconnaître les nombreux problèmes qui surgissent n'implique pas que nous les croyons faciles à résoudre, ou que nous ayons atteint un équilibre idéal. Nous prétendons seulement que nous trouvons ces problèmes solubles et, grâce à une expérience accrue et un effort volontaire, il n'y a pas de doute sur la possibilité de mener nos affaires dans deux langues.

L'Institut Canadien des Comptables Agréés, qui comprend les membres des dix Instituts provinciaux, est le porte-parole national de plus de 13,000 comptables agréés. En plus des membres, chacun des Instituts provinciaux a des étudiants inscrits à ses tableaux, ce qui augmenterait d'environ 5,000 le nombre des personnes qui indirectement entrent dans la sphère d'influence de l'Institut Canadien. Comme bien d'autres organisations canadiennes opérant à l'échelle nationale, nous faisons face à une division des fonctions et des responsabilités entre les Instituts provinciaux et l'Institut Canadien. En théorie ce n'est pas une distinction facile à faire, de façon précise et exacte, mais, en pratique, nous avons trouvé que les champs d'action peuvent être divisés de façon raisonnable et pratique. Par exemple -

MÉMOIRE

à

LA COMMISSION ROYALE D'ENQUÊTE

SUR

LE BILINGUISME ET LE BICULTURALISME

par

L'INSTITUT CANADIEN DES COMPTABLES AGRÉÉS

Juin 1964

NO.: 750-457

TITLE: Submission to the Royal Commission on Bilingualism and Biculturalism by The Canadian Institute of Chartered Accountants

AUTHOR: Howard I. Ross, President.

Brief of 6 pages ; no recommendation

REMARKS OF ANALYST: This brief, which was submitted in both French and English, details the growth of bilingualism in the Institute and presents a picture of what can be done within such an organization in recognition of the bilingual and bicultural nature of the country. Membership consists of some 13,000 chartered accountants throughout Canada with some 5,000 additional students also coming within the Institute's sphere of influence. Quebec membership is 15% of the total and within Quebec members of French origin are expected to be in the majority soon. At the present time 43% of the Quebec membership is French by mother tongue.

The Institute is structured on the federal principle with membership being the result of membership in a provincial organization. Functions are divided between the Institute and the provincial societies, education of the students being in the hands of the provinces, but standardized exams provided for all of Canada through the Institute.

Progress is being made in making the central organization bilingual in all its bureaucratic functions and in its meetings. The President generally has a working knowledge of French. The Quebec society is completely bilingual.

Within the profession bilingualism is hampered by the lack of suitable equivalent French terms for many accounting expressions. Little aid can be had from French speaking countries in this area because they all use a different system of accounting. There is also a dearth of accounting texts, suitable for use in Canada, in French.

ATT. RESEARCH:

page 2 (English version): proportion of Quebec members whose mother tongue is French.

Professional accounting as practiced in Canada originated in Scotland in the latter part of the 19th century and has a technical vocabulary which is based on English. Professional accounting in French speaking countries evolved along different lines and developed a technical vocabulary which is not equivalent to that in use in English Canada. This has made the role of the French-Canadian accountant difficult in that it necessitates the creation of an entirely new technical vocabulary. This work is proceeding on a volunteer basis, but much remains to be done. Lately, some help has come from France where the impact of technological advancements in management accounting in the U.S. and the U.K. are beginning to be felt.

page 4 (English version): proportion of French speaking members of the Institute and location of majority of these in Quebec.

TABLE OF CONTENTS: Paragraphs in this brief have not been numbered. As a result references are somewhat vague, page number alone being given.

PAGES

BRIEF:

CONFIDENTIAL

BACKGROUND PAPERS

Brief #: 750-457

Canadian Institute of Chartered Accountants

TORONTO

A. INFORMATION ON ORGANIZATION

1. MEMBERSHIP

comprised of 13,000 professional C.A.S. in ten provincial institutes plus an enrolment of 5,000 students. Quebec membership is 15% of total and 43% of Quebec membership is French by mother tongue.

2. PURPOSE

professional association of chartered accountants (persons involved chiefly in auditing of company accounts and financial statements).
National organization carries out:
1. Accounting research.
2. Legislative function - submission to government.
3. National continuing education programme
4. Preparation of one uniform exam and grading of C.A's
5. Publisnes "The Canadian Chartered Accountant" has bilingual coverage.
6. Holds annual conference.

3. PREPARATION OF THE BRIEF

Written by senior members of executive and ratified by the executive committee, signed by president.

B. QUESTIONING OF WITNESS(ES)

1. PROGRAMME & LIAISON SECTION

p.4 para.2 texte français — Examens uniformes en français et anglais en 1939. Quelles ont été les difficultés principales rencontrées lors de l'établissement de ces examens uniformes? Quelle formule a été adoptée? Quelles recommandations feriez-vous à quelqu'un d'autre qui voudrait réaliser la même chose?

p.4 para.5 — Les "Etudes" du département de recherches sont faites en langue anglaise, est-ce par manque de personnel francophone intéressé? Par la concentration de la recherche à Toronto?

C. RESEARCH SECTION

Question p.4 Bottom of page — If only 15% of members are of French origin, are they similarly a minority in the committees?

On the other hand, if French members are well represented on committees are they in effect being forced to do more work, per member, than is the English majority?

Social & Economic Studies Division

3-16-65

Are you still having your wife?

NO. 750-460

AUTHOR: CANADIAN COUNCIL OF NATIONAL GROUPS

submitted by Mitchell J. Sago,
Toronto.

- June 1964 -

Brief of 26 pages ; 12 recommendation(s)

REMARKS OF ANALYST:

This brief proclaims the two nation character of Canada. However, it points out the important role played by the ethnic groups in the development of Canada. The alleged discriminatory policy of the government towards the right of citizenship of the foreign-born in Canada is criticized. A new constitution "that will recognize the reality of the two-nation state within the larger, all-Canadian domain", should be written.

This brief closely parallels the Communist Party brief in language and spirit.

ATT: RESEARCH

-STATISTICS (Census 1961), on the ethnic origins in Canada- p. 11 - 12
-early immigration in the Canadian West - p. 15
-discrimination against the foreign-born, re: right of Citizenship- p. 16
-compare the definition of nation used here, in the Communist Party Brief, and that of the United Ukrainian Canadian Association with that given by Joseph Stalin in his Pamphlet on the National Question.

TABLE OF CONTENTS: PAGES

RECOMMENDATIONS:

BRIEF: (the titles are of the analyst) PAGES

SUMMARY

MEMBERS of the Canadian Council of National Groups

Association of United Ukrainian Canadians; Federation of Russian Canadians; Federation of Yugoslav Canadians; Polish Democratic Association; Society of Carpatho-Russian Canadians; United Jewish Peoples Order; Macedonian Peoples League; Lithuanian Literary Society; Bulgarian Peoples League; Slovak Benefit Society; Finnish Organization of Canada; Hungarian Kossuth Society.

IMPORTANCE OF THE ROYAL COMMISSION:

-Importance of the Royal Commission. We are hopeful that it may help find answers to the present crisis in Canadian Unity.

-The terms of reference are misleading, since they appear to reduce the concern of the Commission to the study of language and of culture. The Royal Commission has a broader purpose, the responsibility for "finding ways and means of enabling two nations to live together within one state." (p. 2)

* * *

THE FRENCH CANADIANS ARE SERIOUS IN THEIR DEMANDS:

-Ever since 1867, Quebec has been the keystone of Confederation. This is still true today. However, the impact of the twentieth century developments on existing relationships within the federal system have made the keystone of Quebec shaky and uncertain within the present state structure.

-Canadians outside Quebec must realize that French Canadians are serious in their demands.

> "They are demanding recognition of their status as a nation. They see this recognition in a Confederation of two nations and not one of ten provinces." (p. 4)

* * *

THE FRENCH IN CANADA ARE A NATION:

-"Quebec is not just another province. Nor are the French of Quebec just another (albeit the largest) national grouping among many in Canada. It is wrong and totally misleading to compare them, as a national community, with the German, Italian, Ukrainian and other national groups."

"The French in Canada are a nation, not a spiritual abstraction. They are a definite community with certain characteristics in common: language, territory, economic life and culture."

-state and national boundaries do not always coincide.

-French Canadians living in Quebec should be members of the French Canadian political state - we hope, within a new Confederation.

-French Canadians outside of Quebec "should enjoy the same rights of language and culture as do English-speaking Canadians in Quebec."

-Canada is, historically, made up of two nations. The various national groups, other than French and English origin, are integral parts of the English and French nations.

-It is proper to remind ourselves that Canada's beginnings were French. "The French fact has been here for more than 200 years."

-The British conquest (1760) marked the starting point of the struggle for survival of the French Canadian nation.

-The Quebec Act of 1774: the legal expression of Canada's destiny as a country of two nations.

-However, efforts were made to obliterate the French nationality.

-1822- Lord John Russel proposed a Union Bill (...) - was rejected.

-1839- Lord Durham's Report, followed by the Act of Union of 1841 which was designated to carry out Durham's policy of anglification -- denied official recognition of the French language. This clause was repealed 7 years later.

-There was a greater cause of anxiety for French Canadians, after the influx of new settlers (30 to 50,000 in the wake of the American Revolution) made them a minority.

-The British North America Act. "While it gave a measure of recognition to French Canada as a nation, it did not guarantee national equality with English Canada." (p. 8)

-The French Canadians "are prepared to be partners in Canada of two equal nations - but not as a minority."

-"The French Canadians are asking for a new deal within Confederation."

-The response of the Government leadership in Ottawa is most disappointing. The proposed "co-operative federalism" is, in effect, "a plea for co-operation within the unitary state - a continuing denial

of sovereignty for the French Canadian nation." (p. 9)

-What the Act of 1867 produced, was not a confederacy, but a federal state.

-A confederation, "can only be undertaken successfully if, and only if, the parties to the arrangement are in it voluntarily and are not subjected to duress by majority groups."

-"There is nothing extreme or treasonable in the proposal for an associate state (...) partnership implies the association of two equals with essential goals in common. It also implies the right of either partner to withdraw (...) the right of self-determination."

-We do not favour separatism. --"The answer lies in a Canada, united from coast to coast, with the two nations living in co-operation, friendship and equality." (p. 11)

* * *

THE VARIOUS CULTURAL COMMUNITIES ARE COHESIVE PARTS OF THE TWO NATIONS:

-"As representatives of fraternal and cultural organizations in a number of national group communities. ... we welcome the Commission's intention to take 'in account the contribution made by other ethnic groups to the cultural enrichment of Canada' and to consider 'the measures that should be taken to safeguard that contribution.'."

-1961 CENSUS: (p. 11 - 12)

-total population: 18,238,247

-the ethnic origins are as follows:

-British Isles 7,996,669

-French 5,540,346

-Native Indians and Eskimo 220,121

-All others (details p. 12) 4,481,111

-"The statistics show that 92 percent of our population is composed of immigrants and their descendants (...) But it must be noted that immigration in this century came to a nation already in existence. They were absorbed by the English and French national communities."

-One quarter of the present population are of other than British and French origin. They comprise the various communities that are known today as national groups or ethnic groups.

Their role and place in Canadian life has been interpreted in many ways. In this regard we find the idea of "many nations", the theory of the "mosaic", and the theory of the "third force", advanced since the Commission began its work. - These theories are false and misleading. (p. 13)

-"The theory of the 'third force' (...) the term is a propaganda gimmick that is loaded against the French Canadians (especially on the language issue)."

-"The various cultural communities can only be understood within the meaning of the two nations that make up Canada, and of which they are cohesive parts."

-The national groups are no longer homogeneous communities, as they were at the turn of the century. In these ethnic groups, up to 60 to 70 percent are native born, and are a substantial part of English Canada (one third of the population).

-They play an important role in the evolution of the psychological make-up of English Canada, to develop a stronger Canadian identity.

-These communities evolved, from the very beginning, in a climate of political, social, and economic discrimination. "Discrimination in Canada is the product of the British 'conquering race' psychology."

* * *

THE RIGHT OF CITIZENSHIP IS FUNDAMENTAL IN A DEMOCRATIC SOCIETY:

-The contribution of the foreign born, to the development of Canada, has been massive and monumental. This is particularly true of the immigrants who came here many decades ago and with their willingness to work, developed the West.

By the right of their work, by the citizenship of their labour, they became an inseparable part of the Canadian nationality.

The Right of Citizenship is fundamental in a democratic society. (cf.- Article 15 of the Universal Declaration of Human Rights.) -p. 16

-"(...) thousands of immigrant people in this country have been denied the Right of Citizenship by successive governments. These people have been 'arbitrarily deprived' of their nationality". (p. 16)

-This discrimination has been in effect for at least thirty-five years.

Little could be done about it until recently. The victims of this discrimination were frightened - they would not identify themselves with any public campaign for their rights through fear of reprisals on their children.

-"The basis for the arbitrary denial of citizenship status does not lie in the law of the land. Rather, the policy stems from political prejudice and a secret police blacklist by the authorities." (p. 18)

-"Suspicion of membership or membership in progressive and left-wing organizations; support for or the subscription of certain political and language newspapers; this has been the sole basis on which these people have been harassed, intimidated, and denied citizenship rights and freedoms." (p. 18)

"What is fundamentally at issue is freedom of thought, speech, press and association." (p. 19)

-Political rights are human rights.

-"We submit that fundamental human rights are indivisible. The denial of citizenship rights as a result of arbitrary political prejudice is, in a real sense, a denial of equality in the matter of all rights."

-Although insufficient, there has been a slight relaxation in the application of the discriminatory policy.

-The measures urged in a Memorandum to the Minister of Citizenship and Immigration, and adopted by the National Conference on Citizenship Rights in Ottawa, October 28 - 29, 1962, are repeated. (p. 20 - 21)

-The blacklist also affects directly the Canadian born as well as the immigrants - the blacklist inhibits and restrains the cultural activities and potential of both immigrant and native born members.

* * *

FEDERAL HELP TO NATIONAL GROUPS:

-"An end to this policy of discrimination is a prerequisite for a 'stronger contribution by other ethnic groups to the cultural enrichment of Canada'."

-"It is time to put an end to the caricature of the national groups as blocs of cold war votes and instant anti-communism on the one side, and as festering foreign conspiracies on the other. We hold the politicians

and opportunists responsible for this twisted image of the ethnic groups." (p. 22)

-"Every assistance must be given to the national groups which seek to fulfill their cultural requirements at the same time as they enrich Canadian life as a whole." (p. 23)

-Once we recognize that the modern Canadian state is bilingual, every Canadian should, in addition to the language he is using, be encouraged to learn the other. -it would provide the people with dual lines of communication and dual access to each other's culture.

-It is within the democratic rights of the ethnic groups to preserve and exercise their language of origin, as a means of enjoying their cultural heritage.

-Every Canadian should have the opportunity to learn any other language than French and English in secondary schools and universities where justified and practical.

-"The Federal Government should establish a policy of grants that would assist national groups (their artists, writers, composers, and organizations) in the development of various cultural projects of historical significance for the communities and the country as a whole." (p. 23)

"It should also provide better access to the mass communication media (as television and radio) for important cultural contributions of the national groups." (p. 23)

A NEW CONSTITUTION:

-The present crisis existing in Canada is severe.

-Those in power feel that this crisis can be resolved through the repatriation of the British North America Act.

-Our country needs "a constitution that is a true Canadian expression of the democratic values of our society. We are convinced this cannot be achieved by repatriation and amendments. It is too little and too late." (p. 25)

"We favour a new constitution that will recognize the reality of the two-nation state within the larger, all-Canadian domain," and which will incorporate a Bill of Rights recognizing rights of national groups, of

citizenship, and of Indian and Eskimo people. (...)

-We propose the convocation of a Constituent Convention to draft a new constitution, called on the basis of equal representation from both nations.

-Once the draft was agreed upon, it would be submitted to a plebiscite.

* * *

CONCLUSION:

*"While there are reasons for concern with the developing crisis in Confederation, there is no cause for defeatism. There is nothing in the situation that the people of Canada cannot fix." (...) (p. 25-6)

NO 750-466

CA1 Z
L3E

TITRE: The Blind of Canada.
Les Aveugles du Canada.

AUTEUR: The Canadian National Institute for the Blind.
L'Institut National Canadien pour les Aveugles.

Mémoire de 8 pages; 6 recommandation(s)

REMARQUES DE L'ANALYSTE: Le Mémoire est rédigé dans les deux langues. Le Mémoire n'a pas été résumé parce qu'il consiste en une série de RECOMMANDATIONS commentées. La première partie, qui a pour titre "RECOMMANDATIONS", contient suffisamment de renseignements pour tenir lieu de résumé au Mémoire.

Le Mémoire énumère les services offerts à la population de langue anglaise et déplore que plusieurs services (notamment la bibliothèque, les cours de formation du personnel, l'éducation du public), ne puissent être également offerts en français, faute de ressources financières. Le Mémoire demande des subventions gouvernementales à cet effet.

A L'ATTENTION DE LA RECHERCHE:

La Commission royale sur les Services de la Santé s'occupe-t-elle du problème culturel des aveugles et en particulier de celui des aveugles francophones?

TABLE DES MATIERES: PAGES

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

L'INSTITUT NATIONAL CANADIEN POUR LES AVEUGLES

Fondé: en 1927

Bureau national: Toronto

Organisme qui rend service à 24,600 aveugles et fait de la prévention auprès de 10,000 personnes à travers le Canada. L'INSTITUT bénéficie, à tous les niveaux, de subventions gouvernementales équivalentes à 30% de son revenu. Le personnel et le programme sont bilingues dans la province de Québec et dans les régions où cela est nécessaire.

CONFIDENTIAL

BACKGROUND PAPERS

Brief #: 750-466

Canadian National Institute for the Blind

TORONTO

A. INFORMATION ON ORGANIZATION

1. MEMBERSHIP

Through 20 specially designed service centres and 30 offices throughout Canada, the C.N.I.B. serves 24,600 blind Canadians. The membership is comprised of 8,000 volunteers besides the directors of the C.N.I.B. programme. 1/3 of their members are French-speaking.

The breakdown of language group of the blind people of Canada corresponds to the census breakdown.

2. OBJECTIVES

Established in 1918, to ameliorate the condition of the blind and to prevent blindness.

3. PREPARATION OF THE BRIEF

by committee selected from the 8 divisions of the C.N.I.B. under direction of A.N. Magill, M.A. Managing Director.

4. CURRENT PROJECTS

provision of training courses, which is presently given only in English, to the French-speaking blind. The cost of translation from English to French to Braille is estimated at 20 to 25 thousand dollars. The C.N.I.B. is making an effort to raise this amount.

provision of a French library in Braille (approximately $74,000 a year.)

5. PUBLICATIONS

films, folders and brochures presently in English only would require a grant of $10,000 to produce in French.

NOTES OF INTEREST

An article in the Montreal publication "Nouvelles Illustres" claims the organization discriminates against the French-speaking blind in Quebec.

B. QUESTIONING OF WITNESS(ES)

1. PROGRAMME & LIAISON SECTION

Recomm. 1,2,3,4 — You recommend a "Government Grant" to assist the CNIB in a number of tasks. Which level of Government should provide this aid?

C. RESEARCH SECTION

(1) What percentage of expenditures on French-speaking members (insofar as this can be determined)?

(2) and what percentage of its income (distinguish between government grants and private) are from French sources?

OBSERVATIONS

1. It is an unfortunate feature of this brief that it argues from the rights of the blind where, from the scant information it provides us with, one suspects that a strong case should have been made for aid (of the very sort this Commission might recommend) to put the blind French-Canadian in an equal situation with his English counterpart.

2. It is not part of our study to question whether the C.N.I.B. ought to be run as a "private organization with government grants ... amounting to about 30% of its income".

3. Our interest in this group is presumably in their educational services for their members, i.e. in the cultural life of the Canadian blind citizen; and not in their organization as such (films for the non-blind) except so far as they (like other associations) have linguistic problems in communicating within their own group and would thus benefit from any overall improvement in the translation facilities available to such groups in Canada.

4. The problem raised in this brief are about servicing the French-Canadian blind in French, not about teaching French to the English blind (or vice versa) except so far as staff are required to administer their programs.

5. French language materials and equipment are needed:

   (i) for training C.N.I.B. personnel. (Nothing is said about the proportions of blind to non-blind in their staff.)

   (ii) to provide services to the French-Canadian blind (a) organizational (information, help with employment, and so on) and (b) educational. (ii a) is contingent on (i); (ii b) would require a substantial initial financial outlay.

6. What is in question is equalizing the services provided in both languages, i.e. bringing the French up to par.

7. On (i), some progress has been made (page 2, para.5) in the extension of services to the French language blind who, they tell us (page 1, para.4) are in the same proportion - one third - to the Canadian population, as French language is to the whole, "spread coast to coast"; the Quebec division is bilingual and somewhat separate.
Much too little is said in the brief about (ii b).

8. On recommendation #1 re "library" services: it is indiscutable that library services should exist in French ("on a parallel level" etc. page 4 #9). "Since sources of French material are extremely limited..." says the brief (ibid). Is there not a substantial source for French language materials in France? Belgium? Switzerland? already and which could serve as the nucleus of such a collection if funds were immediately forthcoming?
Clearly much would need to be read and recorded in Canada. Would they tell us what is now available: newspapers? (or is this less urgent because of radio?); children books? technical books and other vocational tools?
Does a French-English-French dictionary exist in Braille? (What does such a book cost?)
What are the financial problems involved in having one national Braille library (as at present) and administering the use of costly materials including reference works such as dictionaries?
Can they tell us about Braille library services in other countries?
Are there any other sources of Braille materials in Canada?

Braille

9. On recommendation #2: can there be any question that training courses for blind personnel should be available in French? (page 5 #10). The third recommendation is the same.

10. Immediate improvements on the vocational training side of their problems are higher priority than educating the public (fourth recommendation). Surely the recent appearance of a French spokesman on Aujourd'hui is worth much more than the effort of their busy personnel producing films and folders. (Mr. Frith could advise).

11. The fifth recommendation is that Schools for the blind teach a second language.
Are they able to tell us about any studies which demonstrate the degree of difficulty with which blind children learn languages (first and second)? If with ease, or even with no greater difficulty than sighted persons, employment as simultaneous translators is an obvious suggestion. Are any so employed?

12. The sixth recommendation is of less consequence. The Visites Interprovinciales should be extended to children of the East and West coasts before being available to the Ontario and Quebec blind with the additional cost and difficulty of transportation and arrangements that would be entailed. An equivalent expenditure on recording equipment, radios and the like might have been proposed.

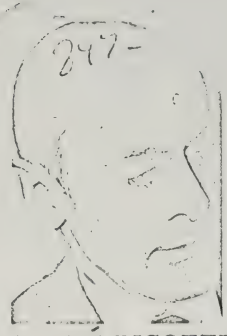
13. Quand le CNIB reçoit des octrois (par exemple, pour la bibliothèque.) Comment distribue-t-il les dépenses. Proportionellement au nombre d'aveugles des deux langues, ou autrement?

3-16-65

December 19, 1964

247-

"60,000 AVEUGLES VIVENT DANS LA MISÈRE ET L'HUMILIATION"



ANDRÉ PICOTTE

MONSIEUR André Picotte est marié et père de deux enfants âgés de 4 et 18 ans. Il souffre de cécité partielle, en d'autres termes c'est un demi-aveugle. Il est loin d'être le seul qui soit obligé de vivre, de gagner son pain, dans un monde de voyants, le plus souvent trop préoccupé par ses problèmes pour s'occuper du problème ou du malheur des autres. C'est normal, soit, mais inhumain à plusieurs points de vue pour les 60,000 québécois qui sont atteints de cécité complète ou partielle.

Les griefs que nous présente M. Picotte ne sont pas à proprement parler dirigés contre la société des voyants, mais bien contre l'organisme chargé de s'occuper des aveugles: "L'Institut National Canadien des Aveugles".

Selon M. Picotte, cet organisme ne rencontre pas adéquatement les besoins des aveugles ou demi-aveugles. Preuves à l'appui, il nous décrit la corruption régnant au sein de l'organisation, le favoritisme, le manque flagrant de psychologie et le rôle de second plan que jouent les canadiens-français qu'ils soient aveugles, ou encore ceux ayant un poste de commande à la direction de l'Institut.

"Dans les cadres d'un tel organisme, nous dit M. Picotte, l'homme ou la femme atteint de cécité n'a aucun retours en regard des décisions qui sont prises à son sujet. Il faut même quelques fois employer la violence pour être compris, pour qu'on se décide enfin à s'occuper de vous.

par Charles Meunier

L'aveugle contrairement à ce qu'on croit ne souffre pas de complexe dû à son état. Il y a présentement des hommes qui sont dans l'atelier de réhabilitation, des canadiens-français il convient de le mentionner, qui travaillent pour un salaire de $1.00 à $3.00 par jour et ce depuis plus de 15 ans. Mais là n'est pas la question. J'ai vu de mes yeux vu des nouveaux venus anglais se placer en moins d'un mois et grâce au même service dont disposent les canadiens-français. Mais n'allez pas croire que ma position soit celle d'un séparatiste, je n'en suis pas un. Mais face au fait je me demande sincèrement ce qui se passe. Pour vous prouver ma bonne foi j'éviterai de vous raconter les injustices dont j'ai été victime. Ce que je déclare en ce moment m'est dicté non pas à cause de ma situation personnelle, mais bien parce que je sais qu'il y a des milliers de mes concitoyens qui souffrent sans pouvoir se défendre".

M. Picotte est propriétaire d'une salle à manger et sa situation financière, bien qu'il ne soit pas millionnaire, lui permet de parler sans parti pris. Il le fait pour que la situation change, pour qu'une enquête soit menée au sein de l'Institut, à savoir quel emploi les dirigeants font-ils de l'argent qu'ils reçoivent, quelle est au juste l'exacte compétence de ces mêmes travailleurs sociaux et quel sentiment humain ou autre les anime? Autant de questions qui sans doute demeureront sans sans doute demeureront sans réponse tant et aussi longtemps que l'opinion publique ne sera pas éveillée à ce fourbis. Pour faire un travail constructif il faut une fois de plus faire appel à tous les aveugles qui ont eu à subir le système de l'organisme. Il faut que ces gens se groupent, mettent de côté, une fois de plus, leur sentiment de crainte et qu'ils disent enfin, ou manifestent enfin, leur mécontentement personnel, individuel et collectif. Il n'est pas question ici de démolir systématiquement l'organisme, mais bien de connaître les deux côtés de la médaille pour savoir au juste à quoi s'en tenir.

LETTRE À M LE MINISTRE LAFRANCE

Dans cet ordre d'idées M. Picotte a fait parvenir une lettre au ministre M. Emilien Lafrance. Nous avons pris sur nous d'en reproduire une large partie qui nous apparaît comme étant très significative du problème:

Monsieur le Ministre,

Je me permets de vous distraire du problème des "maudites" brasseries qui semble absorber tout votre temps, afin de vous exposer un problème qui à mon sens est plus affreux que l'alcoolisme; le sort de 60,000 personnes qui sont atteintes de cécité complète ou partielle, qui dépendent de votre ministère.

Or j'ai pu constater avec stupéfaction depuis quelques mois que votre ministère abandonne pour toute fin pratique à leur triste sort, ces 60,000 canadiens-français qui ne sont pourtant coupables en rien, mais bien des victimes innocentes d'un sort qu'ils subissent sans espoir jusqu'à la mort.

Je m'imagine difficilement Monsieur le Ministre, que vous ignoriez que la seule institution qui existe au Québec Français pour venir en aide à ces 60,000 canadiens français soit THE CANADIAN NATIONAL INSTITUTE FOR THE BLINDS (hypocritement traduit par l'"INSTITUT NATIONAL CANADIEN POUR LES AVEUGLES).

Cette institution dirigée par des anglais, au Québec ne peut même pas prendre aucune décision concernant la division du Québec sans la sanction officielle de son siège social à Toronto.

La discrimination et la contraite se pratiquent au grand jour créant un climat d'humiliation et de crainte pour les Canadiens français.

En plus d'être anglaise, cette institution semble totalement incapable de protéger et d'aider avec dignité, compréhension et compétence les 60,000 canadiens français inscrits dans leur registre. Si personne ne s'est plaint jusqu'à maintenant c'est qu'on savait pertinemment bien que l'on serait à jamais banni et qu'il n'y a pas d'autre porte où frapper.

Si je n'ai pu constater avant aujourd'hui, Monsieur le Ministre, cet état de choses, c'est que malgré le fait que je ne possède que 10% de vision d'un oeil seulement, j'ai quand même réussi durant les 20 dernières années d'efforts ininterrompus pour surmonter mon handicap, certaines complications se sont produites et je me suis trouvé dans l'obligation de tout abandonner. Je me suis donc adressé à THE NATIONAL CANADIAN INSTITUTE FOR THE BLINDS; c'est à ce moment que j'ai pu constater avec horreur tous les faits mentionnés plus haut. L'aide que je leur ai demandé était surtout morale et non financière, j'ai été bafoué dans ma dignité d'homme et dans ma fierté de canadien-français.

Si ce n'était seulement qu'en mon nom, Monsieur le ministre, soyez assuré que je ne me serais jamais permis de vous déranger, mais c'est au nom de ces 60,000 canadiens français qui sont beaucoup plus à plaindre que moi et qui souffrent en silence.

Si vous daignez bien me répondre Monsieur le ministre, chose dont je ne doute pas, car un ministre c'est sûrement poli, j'aurais peut-être un début de solution à vous soumettre pour venir en aide à ces personnes plus que négligées et sans qu'il en coûte beaucoup de sous à votre ministère.

Cette lettre adressée au Ministre Lafrance exprime bien clairement de quoi il s'agit. Le mouvement est lancé et nous croyons qu'il mérite d'être encouragé.

Brief CNIB

what is blindness?

Blindness does not necessarily mean the complete absence of sight. Definition of the term states that those who see, after correction, at twenty feet or less what is normally seen at two hundred feet, are recognized as blind by the CNIB and the various governments. Registration and eligibility for services is based on an eye specialist's report. An eye specialist is called an opthalmologist or an oculist. There is no registration fee and all services to the sightless are provided free of charge.

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

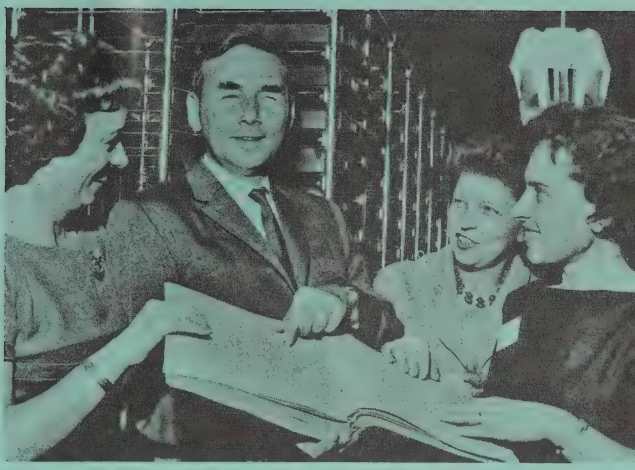
The Canadian National Institute for the Blind was established in 1918 to perform two equally important functions — to ease the burden of the Blind and find ways and means of preventiing blindness. CNIB is financially supported through the donations of public spirited citizens, annual appeals and government grants. It is a member agency in forty-seven Community Chests throughout the Dominion. In the following pages you can see how CNIB serves 25,000 blind Canadians of all ages and in all walks of life. Its services are designed to make life easier for the sightless. A recent development in sight conservation and restoration is also described.

HOW 25,000 BLIND CANADIANS *"Keep in touch"* through CNIB

training the newly blind

A specially trained teacher, visually-handicapped herself begins rehabilitation. Lessons are usually given in the home but may be arranged at the district centre. Instruction often begins with leatherwork to develop the sense of touch and to give confidence. Lessons in typewriting are popular and many younger adults learn to read and write Braille. Crafts such as knitting, crocheting, rug making, basketry, chair caning, rubber mat making or weaving are taught the blind. Women receive special guidance on the handling of household duties. For recreation, card games are taught using embossed playing cards. The Home Teacher encourages renewed interest by patient, friendly direction.

Several divisions have established a specially designed adjustment training programme for newly blind persons. Under the new programme the blind persons move into a CNIB centre for a period of several weeks' training with a closely drawn schedule from day to day.



reading for the blind

Every day more than two tons of touch-type and recorded books are mailed across Canada from the CNIB library. Covering every subject from the Bible to Perry Mason, the library caters to all readers. A children's library serves blind boys and girls. Six magazines in Braille offer special material to particular groups such as deaf-blind persons, and CNIB home teachers. Blind students, attending regular high school and university, find in the library a service geared to their own study courses. When they forward text books on the curriculum, library volunteers will prepare a tape recording or braille edition. Other volunteers are putting into Braille Canadian authors and special articles. Nearly 250 sighted volunteers have a share in bringing the printed page to the blind.

CNIB residence

Elderly and homeless blind persons are eligible to live in one of the modern residences for the Blind now located in twenty cities from coast to coast. CNIB residences are not "Homes" in the institutional sense of the word. They are designed for active sightless senior citizens to live in comfort and convenience at moderate cost and fill a great and specialized community need. Here the residents receive supervised care, but are permitted and encouraged to live their own lives.

recreation rehabilitates

In all the major cities in Canada, social clubs for the Blind meet regularly. Leisure hours' activities —dancing, cribbage, bowling and bingo are mastered without sight. These games and the sociability of the clubs play an important role in rehabilitation. Summer camps, drama clubs, public speaking contests, golf—through all these things, the Blind regain poise and the ability to take their place in a sighted world.

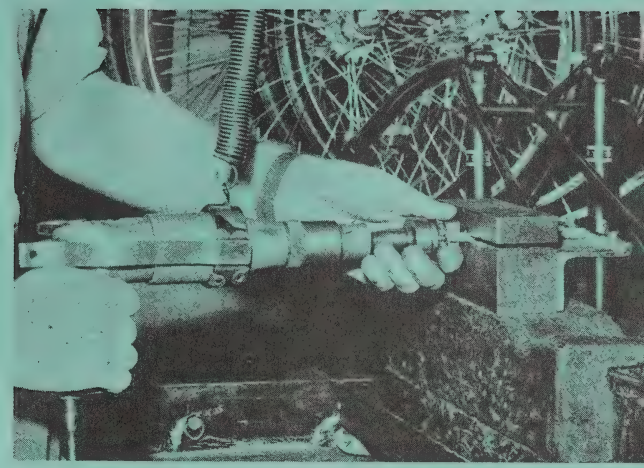
vocational guidance

CNIB vocational guidance is always at hand. This counselling helps blind persons to choose and prepare for the career most suited to their needs whether in business, industry, the professions or within the CNIB.

Since 1953 sightless dictaphone typists specially trained at the CNIB, have found employment in offices across the country—a career previously closed to all but a few.

social service

When Blindness enters the home intimate family problems arise that require the counselling of professional staff. In all CNIB divisions, social workers and field secretaries are always on call to assist in these matters, and to advance the general readjustment of the newly blind person.



the blind in industry

Once his adjustment to blindness is underway, the sightless person who a few weeks before thought the world held no hope, now begins to think of employment. He is told of the CNIB Employment Department where blind placement officers are constantly trying to build new opportunities for the blind in industry and commerce. Chances are good that the once dark future holds real promise of a full and productive life. More than 2700 sightless Canadians hold full time positions in regular industry, the professions, CNIB canteens and executive offices. For the elderly, CNIB's sheltered shops provide part time employment in light assembly work to supplement government allowance.

home study courses

Through a special arrangement with the Hadley School for the Blind, Winnetka, Ill, CNIB provides correspondence courses designed for blind persons. Subjects range from chicken farming to physics. With material in Braille and on tape, blind students may supplement their education through grade school, high school and university.

white canes

The CNIB provides a white cane to blind persons upon registration. A cane is useful in assisting them to walk alone, and also serves to advise motorists, and pedestrians of their handicap.

seeing eye dogs

CNIB provides a one month's training course at Seeing-Eye Inc. Morristown, N.J. for those qualifying for a dog guide.

CNIB aids blind musicians

A music library in Braille serves sightless musicians from coast to coast. When the Braille edition of Handel's Messiah or a Hit Parade top tune is required, it can be obtained through CNIB. Numerous blind persons have found success as choir leaders, organists, music teachers, concert artists, and night club entertainers. The guidance of a CNIB professional consultant is always at their disposal.

theatre passes

In most Canadian cities and towns, the blind, with an escort, are given the privilege of free admission to motion picture theatres. In some centres free tickets are available for lectures, recitals, concerts and plays. Obtain information on the privileges in your district from your CNIB representative.

fare reductions and passes

Blind persons travelling by rail or bus are entitled to substantial reductions in fare, if accompanied by a guide. Reduced fares are also available on some steamship lines. A blind person wishing to take advantage of this service should apply to the nearest CNIB office.

blind children need CNIB

Even when the blind baby is in the cradle and certainly before kindergarten, the CNIB Pre-School department is ready with tips to parents When a child is not able to see well, or at all, special efforts must be made to explain the interesting objects of everyday living. Blind children learn easily and fit into the play patterns of their sighted companions. They swing, dig and swim just like the other children in the community but with one difference. They must have more supervision and patient help.

games and appliances

The CNIB carries a stock of games and appliances adapted for the use and enjoyment of blind people. Braille watches and clocks, playing cards, chess, dominoes are sold at cost to registrants. Information regarding prices and description of goods may be obtained from the local CNIB office.

radio and sound equipment

Radio tubes and batteries are sold through the CNIB to the blind at a substantial discount by arrangement with the manufacturers. Records, tape recorders, Hi-Fi sets and hearing aids may also be purchased.

PREVENTION OF BLINDNESS

CNIB prevention of blindness services have been given free to more than 100,000 since the service was originated in October, 1918. It is very simple to understand and is based on an eye specialist's report. If he states that the patient is suffering from an eye condition which will result in blindness if not treated, and the patient cannot arrange for necessary care, CNIB will see that the treatment is provided. Need is the qualifying requirement. The treatment may be surgical, medical or simply corrective lenses, but regardless of the cost, no Canadian should be without sight saving assistance because he cannot afford it. Recently CNIB in co-operation with eye specialists across the country, set up the first Canadian eye bank. Known as the Eye Bank of Canada, it provides the means by which corneal tissue from an eye no longer useful may be removed and transplanted to an eye where it may restore sight.

watch for this trademark

A BLINDCRAFT PRODUCT

The CNIB "Blindcraft" shops produce many useful articles from brooms to billfolds. Each bears the CNIB trademark in blue and gold.

what **YOU** *can do to help* CNIB

The blind of Canada, and those who will lose their sight in the years to come need your support. Contribute to the local financial appeal or community chest if CNIB is a member agency. Your support makes the CNIB service programme possible. Learn about the capabilities of the blind and tell your friends about them. If you are in business employ the sightless where possible. Visit your nearest CNIB office and see what it has to offer the sightless of your community. Most important of all: when you learn of someone who has lost his sight or is in danger of losing it refer him to the CNIB office nearest you.

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

NATIONAL OFFICE

1929 Bayview Ave., Toronto 17, Ontario

BRITISH COLUMBIA DIVISION

New Westminster.....707-12th St.
Penticton.....256 Eckhardt Ave. E.
Vancouver.....350 E. 36th Ave. W.
Victoria.....1609 Blanshard St.

ALBERTA DIVISION

Calgary.....1260 Memorial Blvd. E.
Edmonton.....12010 Jasper Ave.

SASKATCHEWAN DIVISION

Regina.....2550 Broad St.
Saskatoon.....316 Fourth Ave. N.

MANITOBA DIVISION

Winnipeg.....1031 Portage Ave.

ONTARIO DIVISION

Barrie.....8 Essa Rd.
Brantford.....697 Colborne St.
Cornwall.....102 Pitt St.
Hamilton.....1686 Main St. W.
Kingston.....466 Union St. W.
Kitchener.....169 Borden Ave. N.
London P.O. Box 2640.....96 Ridout St. S.
Ottawa.....398 O'Connor St.
Peterborough.....129½ Hunter St. W.
Port Arthur.....499 North Cumberland St.
St. Catharines.....211 Queenston St.
Sudbury.....303 York St.
Toronto.....1929 Bayview Ave.
Windsor.....230 Strabane Ave.

QUEBEC DIVISION

Drummondville.....235 Lindsay St.
Granby.....135 Main St.
Hull.....16 Champlain St.
Joliette.....185 Montcalm St.
Lachute.....145 Drew St.
Levis.....38 Begin St.
Montreal.....1425 Crescent St.
Limoilou.....200-3rd St.
Thedford Mines.....78 St. Joseph St. W.
Rouyn.....37 Main St.
Sherbrooke.....Room 204, 10 Wellington N.
St. George de Beauce.....22 Main St.
Three Rivers.....875 St. Severe St.
Valleyfield.....45 Jacques Cartier
Longueuil.....222 Quinn Blvd.

MARITIME DIVISION

Bathurst, N.B.....782 King Ave.
Charlottetown, P.E.I.....284 Grafton St.
Edmundston.....124 Church St.
Fredericton, N.B.....634 Queen St.
Halifax.....6126 Almon St.
Lancaster, N.B.....1660 Manawagonish Rd.
Moncton, N.B.....118 Highfield St.
Sydney, N.S.....99 Dorchester St.
Truro.....61 Inglis St.
Yarmouth, N.S.....305 Main St.

NEWFOUNDLAND DIVISION

Corner Brook.....Station Rd.
St. John's.....1 Military Rd.

NO.: 750-480

TITLE: "Submission to the Royal Commission on Bilingualism and Biculturalism"

AUTHOR: The Canadian Industrial Editors' Association/L'Association Canadienne des Rédacteurs de Journaux d'Entreprise

Brief of 8 pages; No formal recommendations

REMARKS OF ANALYST:

This brief does not "expect to formulate any sweeping recommendations for the Commission, but rather to provide some useful information about these specialized media."

Industrial periodicals reach a large number of adult Canadians, carrying considerable authority in their message but are not now carrying out any programs in the area of bilingualism. Should such a theme become part of public policy in Canada, these periodicals could make an important contribution. The French used in publications is often of poor quality. Management should be made to understand the need for communication of the highest quality.

ATT.: RESEARCH

Page 3: Statistics on circulation of industrial periodicals - paras 11 - 12.

NOTE: Charge that French publications are produced for Quebec alone and the apathy of other members companies with large groups of French-speaking employees. paras 18 - 21

Page 8: The establishment of a consulting service and evaluation program for periodicals seeking counselling on their French communications might possibly be a focal point for a detailed study of this field.

TABLE OF CONTENTS: PAGES

SUMMARY:

Introduction

The Association numbers 310 members in 9 chapters from Quebec to British Columbia: 270 are employed by private, professional and governmental institutions, the others are employed in the graphic arts. Periodicals of the members are largely for internal circulation but certainly reach over 3,000,000 adult Canadians on an average of once each month.

This brief's main concern is that part of the Commission's Terms of Reference having to do with the "role of public and private organizations ... in promoting bilingualism, etc." Its object is not to make sweeping recommendations but to provide useful information about these specialized media.

- Summary of findings (Para 7; Page 2)

"The Audience and the Message" Pages 3 - 4

The majority of the publications of members are for selected "internal" and "external" audiences, located largely in major employee and customer areas such as Ontario, Quebec, British Columbia and the prairie provinces in that order. There are 157 periodicals published with a total circulation of 2,833.460 copies - 23 in French or in French editions of English-language periodicals.

All kinds of formats are used, but such periodicals carry a great deal of authority being the voice of management which is expected to "take a stand" and act as a positive opinion leader. This is most important to the employee who as the most important representative of the company must be prepared to answer the queries of his family, friends and acquaintances.

"The Role of these Periodicals in Cultural Relations" Pages 5 - 6

A survey by the Association has shown that the only significant French publications in Canada are produced for Quebec, and none for readers of French outside Quebec; that

even where companies have large numbers of French-Canadian employees, French is not being used and that companies not now using French have no intention of doing so. Once the organization however has major periodicals in both languages, it is easy to foster the atmosphere of cultural exchange.

There is a positive response to suggestions of extending bilingual programs from non-economic motives. However, the basic fact of company location and language grouping of readers, as well as the general need to justify expenditures on economic grounds predicate against such a program. If it becomes the function of a good corporate citizen to carry out such a program, many organizations would respond well.

"The Quality of French Language in the Periodicals" Pages 7 - 8

The vast majority of French-language periodicals are poor literal translations from the English and in a startling number of cases are word for word. Seldom is sufficient time allowed for the job of translating since both editions must meet the same distribution date. Often the French editing is done by someone at the clerical or secretarial level who does not have the necessary professional skill or status. Hiring of outside translators is not the best solution since distance from the company results in a loss of nuance.

Most common errors are the use of "joual" of English terms and even in accenting.

The Association is now undertaking through its Quebec chapters to establish a consulting service and evaluation program for member periodicals and non-member organization who seek counselling on their French communications.

"We commend to your attention the problem of creating in the minds of management, particularly within private companies, an understanding of the need for highest-calibre professional work in producing French-language periodicals." Page 8

SUBMISSION TO

THE ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

FROM

THE CANADIAN INDUSTRIAL EDITORS' ASSOCIATION

L'ASSOCIATION CANADIENNE DES REDACTEURS DE JOURNAUX D'ENTREPRISE

July 1964

SUBMISSION TO THE ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM BY THE CANADIAN INDUSTRIAL EDITORS' ASSOCIATION - L'ASSOCIATION CANADIENNE DES REDACTEURS DE JOURNAUX D'ENTREPRISE.

To the Honoured Commissioners:

1. The Canadian Industrial Editors' Association (L'Association Canadienne des Redacteurs de Journaux d'Entreprise), hereinafter referred to as the Association, numbers some 310 members who are located in nine chapters, in all provinces from Quebec through British Columbia.

2. Of these members, approximately 270, or 87 percent, are employed by industrial and manufacturing companies, financial institutions, professional associations, and federal or provincial departments, and devote all or part of their time to the writing, editing, and publication of periodicals for their employers. The balance of the membership consists of associate members in the graphic arts trades.

3. Periodicals produced by Association members reach a variety of audiences. The vast majority of these periodicals are internal and reach employees of the organizations concerned and their families. A number of these publications, however, are mailed to customers and "friends of the company" in allied fields.

4. Based on our knowledge of these member publications, and on some statistical information gathered especially for use in preparing this brief, we can state with some certainty that Association member publications reach over 3,000,000 adult Canadians of both sexes on an average of once each month.

5. Our study was undertaken in the context of Clause Two of the Royal Commission's Terms of Reference as received from the Secretaries, by which the Royal Commission was "... to report on the role of public and private organizations, including the mass communications media, in promoting bilingualism, better cultural relations.... and to recommend what should be done to improve that role."

6. This study and submission by the Association was therefore planned and executed as an attempt to gather and present information on a group of Canadian periodicals which might not otherwise have come to the attention of the Commissioners. We did not expect to formulate any sweeping recommendations for the Commission, but rather to provide some useful information about these specialized media.

7. We will show in this submission:

a) that these periodicals reach a large and diverse audience of adult Canadians, conveying considerable authority in their message;

b) that they are not now carrying out any identifiable programs in the area of promoting better cultural relations in Canada, and are not actively planning to do so; but

c) that if such a theme were to become an important part of public policy in Canada, these periodicals could make a significant contribution;

d) that much of the French used in these publications is of poor quality, and that private company managements in particular should be made to understand and appreciate the need for communication of the highest quality to be done by skilled professional people in both languages.

THE AUDIENCE AND THE MESSAGE

8. The vast majority of readers who receive these periodicals constitute internal audiences for the organizations which publish these periodicals. They are management personnel, staff and unionized employees and their families, sales representatives, distributors, franchised dealers, etc.

9. Where organizations distribute their periodicals "externally", the audiences are selected customers, pensioners, key people in associated organizations, suppliers, etc.

10. Most of these readers are in major employee locations, i.e. industrial plants or head offices. So numerically they are concentrated in Ontario, Quebec, British Columbia, and the prairie provinces in that order. There are apparently very few organizations in the Atlantic provinces which publish such periodicals; this Association currently knows of only five, of which three are New Brunswick public bodies.

11. When this Association surveyed its members in early 1964 in preparation for this submission, 157 periodicals reported a total circulation of 2,833,460 copies. The average publication interval is once per month.

12. Of these, 23 periodicals are published in French, either as the major publications of certain Quebec companies or, as is more frequently the case, the French editions of English-language periodicals produced by national or interprovincial companies.

13. These periodicals use all formats, from the inexpensive multilithed newsletters to the most attractive feature magazines. CNR's "Keeping Track" and "Au Fil du Rail", C-I-L OVAL, Bell Telephone's "Blue Bell", the Imperial Oil Review, and "HABITAT" of the Central Mortgage & Housing Corporation are but a few examples of this latter category.

14. Whether the periodical is a newsletter or an expensive magazine, it carries a great deal of authority. It is the voice of management, and readers expect it to express management's viewpoint. Reader acceptance increases as the publishers apply sound editorial techniques; proper selection of material, placement and treatment of this material, and the use of policy statements and "editorials" which are clearly labelled as such.

15. It is an accepted principle in industrial relations today that employees expect management to act positively as the opinion leader in the community which exists inside the organization. The individual need not agree with a management policy, and of course he will hear conflicting opinions from his co-workers and from his union local officers in certain situations. But management is expected to "take a stand" and is respected for doing so: the alternative is a feeling on the part of the employee that he is being ignored, which in turn breeds resentment and insecurity.

16. The above is particularly important in the context of the employee as the most important representative of his company to his family, his friends, and his acquaintances in the community. They will ask him how the company feels about a public issue, what it is doing now, and what it may be planning. He needs to have the answers to these questions ready to hand, and is justifiably resentful of management if he does not have them.

17. We can therefore state that the periodical carries considerable authority. Readers look to it to enunciate the organization's policy by formal statement or by its role in creating the reader's "image" of the organization, as much by omission as by commission.

THE ROLE OF THESE PERIODICALS IN CULTURAL RELATIONS:

18. The Association's survey of members established that the only significant French publications in Canada are produced for readers in Quebec. Of all the periodicals reported on, none indicated any significant numbers of readers in other French-speaking areas such as New Brunswick.

19. Companies which are not now dealing with large groups of French-speaking employees do not have any bilingual communications programs. All member companies were asked about their current policy on using French in non-periodical publications such as annual reports and sales brochures, and the largest percentage of respondents indicated that they simply are not using French. These answers indicated that for the most part they see no need to do so in their current situations.

20. These organizations were asked whether they foresee widening their use of French, especially in employee publications, within the next few years. The replies to this question paralleled those noted above. For the most part, companies not now using French in periodicals see no need to plan on doing so in the near future "unless we open a branch in Quebec" as one typical reply noted, i.e. unless they should suddenly find themselves dealing with a new French-speaking audience.

21. Most Association members, therefore, are making no effort to create an atmosphere for better cultural relations, or to give their employees and customers the idea that they are interested in doing so. They feel simply that the need does not now exist for them, and that any such action on their part would bring no direct benefits.

22. But where the organization has major periodicals in both languages, it is easy to foster the atmosphere of cultural exchange and many companies are actively doing so. For example, most of them regularly publish notices offering the French editions to readers now receiving the English, and vice versa, thereby encouraging readers to take both editions.

23. The more expensive feature magazines, whether internal or external, buy and publish a significant number of articles of a cultural nature. Topics which have been treated in such articles include the Stratford Festival, art exhibitions, Canadian history and folklore, sculpture in public buildings such as airports, etc.

24. Our survey asked whether members would accept non-economic motives, such as the cultural benefits to the individual of knowing a second language, as being sufficiently strong reasons for extending their bilingual communications programs. The responses were positive to a surprising degree. A significant number of organizations based in Ontario and British Columbia said they would accept this as good and sufficient reason for so doing. One Ontario company commented on its success with annual reports in both languages. Most replies indicated that organizations embarking on French periodicals would make them freely available to all readers.

25. We can conclude that at present, the basic fact of company location and language grouping of readers, as well as the general need to justify expenditures for personnel and materials on strictly economic grounds, predicate against the expansion of bilingual communications programs for other than economic reasons. But the responses also indicate considerable interest and willingness to consider a situation in which non-economic motives might be strong enough to warrant such action. If and when it becomes a function of being a good corporate citizen in Canada to carry out a completely bilingual communications program--if this should become an accepted theme in public life--many of these organizations would respond well to the challenge.

THE QUALITY OF FRENCH LANGUAGE IN THE PERIODICALS

26. Before we can expect a significant increase in the number of Association members producing French periodicals, however, there is a prior problem to be solved, and that is the need for improvement of the written French which is being used.

27. The vast majority of French-language periodicals are produced by translating the content of their English-language counterparts. In a startling number of cases, these translations are word-for-word instead of for overall meaning, and too seldom is space re-allocated so as to provide different emphasis for particular stories in the French editions.

28. Most organizations which are translating now do not allow sufficient time for the job. The translation is done after the (English) copywriting, but both editions must meet the same final distribution date. This allows less time for production of the French edition.

29. Another factor is that in too many cases, the editing of the French edition is done by a person who is on a subordinate level. Frequently the job falls to someone at the clerical or secretarial level in the department concerned, and who does not have the professional skill or status in the organization which would be needed to insure that the work be done well with sufficient time allotted for it.

30. Even when an organization contracts with a professional translator who is outside the company but can do the basic job well, there will be problems of nuances and of terminology. The closer the relationship of the translator to the organization, the more effective will be his work. The ideal situation, which is still comparatively rare, is for the organization to have a fully qualified translator on its staff with managerial status. Such an individual is of tremendous value to his organization in many other projects besides the periodicals.

31. As matters now stand, many of the translated periodicals are using inferior French. Complaints against them voiced by professionals include the use of too much "joual" (oral slang) in print and even the use of English terms when the search for French equivalents proves too arduous. Some common mistakes, such as errors or omissions in placing of accents with resulting changes in word meanings, occur very frequently.

32. The principle that "what is worth doing is worth doing right" becomes doubly important in this situation, where slipshod work can give great offense to the readers. If management is careless of the techniques being applied, its audience may well believe that it is indifferent to the objectives of its communication program and to the needs for which the program was first created.

33. Our Association is now undertaking, through its Quebec Chapter, to establish a consulting service and evaluation program for member periodicals and for non-member organizations which may seek counselling on their French communications.

34. We commend to your attention the problem of creating in the minds of management, particularly within private companies, an understanding of the need for highest-calibre professional work in producing French-language periodicals. If this can be done, a demand would be created for skilled professionals. The manpower would be forthcoming, and we would undoubtedly see an upgrading and expansion of the use of French in all printed materials, especially in these periodicals. Such an overall improvement in these communications programs would unquestionably influence for good the picture of cultural relations in Canada today.

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June 30, 1964

Respectfully submitted:

Allan Bernfeld

Allan Bernfeld
Past President

NO.: ~~720-104~~
752-510

TITLE: Brief Submitted To The Royal Commission On Bilingualism And Biculturalism.

AUTHOR: The Canadian Museums' Association
Office of Secretary-Treasurer
Toronto, Ontario.

Brief of 5 pages; no recommendation

REMARKS OF ANALYST: This short closely argued brief asserts that the achievement of Canada's "basically bicultural society" and bilingualism must take place "within the context of its multicultural heritage". However, the term "biculturalism" is too limited to describe Canada's cultural policy which "has been opposed to the "melting-pot" theory" and has encouraged the "influx" and "fusion" of many strains with the "French and British traditions". "No Canadian visiting a Canadian museum can consider Canada merely a product of two cultures dependent upon the use of two languages. Rather he sees in his museums and in his fellow citizens, the clear evidence that Canada is a product of many cultures". "Museums... must maintain freedom to seek out and present the aesthetic, scientific or historical truth, any deviation...will undermine...national unity...". Exchanges between founding cultures must not be misused.

The Association has found difficulty in getting "support and cooperation from French-speaking Canadians". Problems have arisen with regard to fair balances between founding cultures on museum boards and staffs. The cost of bilingualism has caused difficulties in the publication of guide-books, labels, catalogues and other published materials emanating from affiliated institutions. Lack of a large French-speaking membership has accentuated this problem. However the Association claims that it is making efforts to resolve the matter.

Bilingualism, in conclusion, is "accepted gratefully" but should not exclude "values inherent in the other constituent races and cultures", nor should it weaken or ignore "professional competence".

ATT.: RESEARCH
- Verify relative English and French-speaking membership of Association, by institution and by individuals.
- It may be worthwhile to attempt a kind of "content analysis" of museums to ascertain the relative attention paid to English, French, aboriginal and other cultures.
- The "costs" and "economics" of bilingualism in public-and private-supported institutions of this type bears investigation.

TABLE OF CONTENTS: PAGES

RECOMMENDATIONS: None of a specific kind

"The Canadian Museums Association is a professional organization representing art galleries, museums of history, science and industry, and related institutions in every province... includes... individuals... seeks to establish and maintain professional standards and ethnics... gives advice... provides training... represents... at all levels... throughout the world through the International Council of Museums (ICOM)."

750 - 510

SUPPLEMENT

to the

Brief Presented to the

ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

By the

CANADIAN MUSEUMS ASSOCIATION

The Brief of the Canadian Museums Association to the Royal Commission on Bilingualism and Biculturalism was written in the spring of 1964 and submitted that summer. Since that time, there have been important developments within the CMA which require this supplement to its earlier submission.

As of January 1st, 1965, the Canadian Centennial Commission recognized the services that a strong Museums Association could provide for the Centennial programme and made an interim grant to enable the Association to appoint a Field Director and establish an office in Ottawa as a pre-requisite to an active collaboration between the two bodies. This grant has been continued through the fiscal year April 1, 1965 to March 31, 1966.

Mr. Archie F. Key, a man with many years' experience in the museum and art gallery field in Canada, was appointed Field Director of the Association as of January 1, 1965. He has engaged a bilingual secretary, Miss Louise Charron, who has not only been an invaluable intermediary for correspondence with the French-speaking institutions of the Province of Quebec but can accompany Mr. Key as a liaison and assistant on his visits to them. Mr. Key has travelled extensively throughout the country, making contact with museums and galleries, learning of their work and their problems, and encouraging them - above all - to make their institutions into focal points for the Centennial programmes (especially in connection with the planned visits of the Centennial train and caravans). At the same time he has been gathering the information required as a basis for planning training programmes at various levels. Our bimonthly Newsletter is, we hope, building a rapport between museums across the country. The Association feels that it is making definite progress in establishing a self-conscious

museum movement in Canada which must be assumed before there can be an upgrading of professional standards for personnel and institutions across the country.

There are several specific areas where our attempts to build a national movement - transcending the linguistic barriers - could well be improved, but the Canadian Museums Association, like other similar national groups, is aware that these require additional substantial assistance:

(1) Annual meetings:

At present, these are normally held in English. Because effective bilingualism does not seem to be attainable in the immediate future, simultaneous translation at conferences seems to be the only way of achieving the dialogue between the two languages that is required. At present, simultaneous translation facilities are completely beyond our financial capabilities. The Commission might consider the recommendation of subsidies for such facilities for all national conferences.

(2) Training programmes:

The training programmes envisaged by the Canadian Museums Association assume the existence of strong regional groupings of museums which can serve as the channels through which the national organization can establish standards, publish curricula, set and mark examinations, and assist in the provision of trained lecturers and seminar leaders. Some regional organizations already exist - in British Columbia, Quebec and Ontario. We are encouraging similar groups in the Maritimes and the West. Assuming that these can be established, the Association still faces the necessity of co-ordinating them all and maintaining national standards. Publication of hand-books on a variety of subjects, bibliographies, examinations, and the like will involve the same sort of problem as publication in general (see below). A further difficulty is that those persons who, perhaps, most need the training the Association will provide are least able to profit from it. Neither they nor their institutions can afford to pay the costs of transportation and accommodation necessitated by two or three-week sojourns at a training-centre. Some subsidy towards such costs of training - by the provision of fellowships, perhaps - is essential to the success of the

training programme.

(3) Publication:

Bilingualism in publications has been recommended as an important solution to the problem of intercommunication. It is absolutely essential for certain purposes - as for instance with catalogues of special exhibitions which will be touring cities in all parts of Canada. It is also necessary for the textbooks or similar material which will serve as the basis of instruction and examination in training programmes. Some form of financial assistance must be provided if such bilingual publications are to be prepared. But it is possible, also, that complete bilingualism in publication could frustrate the ideal of profitable dialogue between the two cultures that is so desirable. It would, at least, confirm the inveterate reader in one language in his feeling that only one was necessary. Perhaps, for certain publications it would be better to print articles in English <u>or</u> French with - at the most - a resume or digest in the other language. This would at least provide some incentive to bilingualism.

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The Canadian Museums Association feels that it is making definite progress towards the ideal of a professional museum movement in Canada and it is striving to make its programme as broadly national as it can. Members of the Association have had the opportunity to inspect the Brief being submitted to the Royal Commission by the Canadian Conference of the Arts, of which the Canadian Museums Association is an active member. The Association notes that this Brief covers many issues in which the Association is vitally interested and it supports the relevant recommendations. However, the very fact that the Association has succeeded in interesting the Centennial Commission and the office of the Secretary of State in its programme and its objectives, puts the Association in a somewhat different position from other members of the Conference of the Arts. We have already received the

blessing, and financial assistance, of the federal government. We must now exercise, to good effect, the new facilities placed at our disposal.

. . . . . .

D. K. Crowdis, President,
Canadian Museums Association

. . . . . .

A. D. Tushingham, Chairman,
Centennial Committee, CMA.

NO.: 750-513

TITLE: "Brief submitted to the Royal Commission on Bilingualism and Biculturalism"

AUTHOR: Canadian Federation of University Women

President, Mrs. M.J. Sabia
Executive Secretary, Mrs. R.T. Shannon
Both of St. Catherines, Ontario

Brief of 14 pages; 8 recommendations

REMARKS OF ANALYST:

This brief is concerned largely with the educational aspects of bilingualism. It is felt that through wider and better education in the second language, mutual understanding and national unity will result. Bilingualism and Biculturalism should be promoted in the civil service, by government support to the arts, artistic exchanges, the mass media, translation programmes and language courses to be implemented by "a national foundation".

The Federation is actively sponsoring bilingualism through private French classes, lectures etc. on the local club level.

The final paragraph is encouraging: "The..Federation.. wishes to commend the Commission for the enlightened manner in which it has carried out its work. The publicity which has been given to its pronouncements and to its public hearings has resulted in an ever-increasing interest and understanding of the needs and problems inherent in our country.

ATT.: RESEARCH

- Note the federation's submission to the International Federation of University Women, appended to brief, and entitled "A Report on Recent Developments in Foreign Language Study in Canada", Canadian Federation of University Women, National Committee on Education. Miss Mollie Cottingham chairman, September 1963.

TABLE OF CONTENTS:

BRIEF:

SUMMARY

"Reasons for Brief"; "Background and Scope..." Pages 2 - 3

As a national organization representing 11,000 members who have worked together in a spirit of harmony, the Canadian Federation of University Women felt a responsibility to submit a brief.

It rests on a questionnaire, sent to member clubs and members of the Executive, replies to which were presented at the Triennial Conference in August of 1964. The questions were based on the oral submission made to the Commission in November of 1963.

The brief is concerned with the methods adopted by the Federation and member clubs to extend the knowledge of other languages; support for student exchanges; consensus with regard to a bilingual civil service and recommendations of local clubs endorsed by the Federation "By which the goal of 'equal partnership' may be fostered and ultimately achieved."

"Contribution of Other Ethnic Groups" Page 3

The growing contribution made by ethnic groups of other than the two official languages is recognized and appreciated by the Federation.

"Efforts toward Bilingualism" Pages 3 - 9

The presence of two peoples lends impetus to the desire to acquire fluency in a second language.

"A. Report to the International Federation" Pages 4 - 5

In response to a request from the International Federation, which favours "the study of at least one foreign language and culture", the CFUW prepared a report on recent developments in Canada. It was felt that the two most serious obstacles to the extension of the French language were a shortage of qualified teachers and continuity in programming.

- CF Appendix.

"B. Brief to the Ontario Minister of Education" Page 5

In March 1964, the Ontario clubs submitted a brief to the Ontario Minister of Education which made specific recommendations for the extension of the study of French.

- CF Appendix.

"C. Calgary and Edmonton Briefs" Page 6

- CF Nos. 780-805 and 780-816
- Approved by the Federation

"D. Motion re Early Language Instruction" Pages 6 - 8

Motions favouring the introduction of second language instruction under qualified personnel and more adequate teacher-training facilities were adopted by the Federation. This resolution was adopted in light of such studies as those of Wilder Penfield indicating that children at an early age are capable of acquiring language patterns readily.

The lack of qualified personnel is evident in secondary as well as in elementary schools. Quebec should be the greatest potential source of future teachers of French throughout Canada; the possibility of exchanges should be considered. While education is a provincial responsibility, any public encouragement, particularly via national bodies, would create a favourable climate.

"E. Work of Local Clubs" Pages 8 - 9

Reports from local clubs indicate interest in bilingualism from every part of Canada; it is impossible to detail the many lectures, demonstrations etc. undertaken. Efforts at sponsoring special French classes have been most successful.

"Student Exchanges" Pages 9 - 10

The value of such exchanges is recognized, but the members were divided as to whether or not CFUW should undertake their organization.

"A Bilingual Civil Service" Pages 10 - 11

Replies to the questionnaire were overwhelmingly of the opinion that "ability to do the job" should be the first criterion for appointments to the Civil Service. In some positions, bilingualism becomes a major requirement. Bilingualism should be encouraged among civil servants in the capital, particularly those in senior categories. This is not necessary in all parts of Canada.

Nor was it considered to be necessary that civil servants be fluent in technical knowledge in both languages; recourse should be had to translation.

"Biculturalism" Pages 11 - 12

Dissemination of the common appreciation of one another's art, literature, history, religion and points of view is essential; the "Arts might be used as a two-way street of understanding."

"Conclusion" Page 14

The Commission is to be commended for the enlightened manner in which it has carried out its work; the publicity has resulted in an ever-increasing interest and understanding of the problems facing the country.

Juin 1964

ASSOCIATION DES MUSEES CANADIENS

Mémoire à la Commission Royale sur le Bilinguisme et le Biculturalisme.

Définition de l'objectif:

L'Association des Musées Canadiens groupe en une organisation professionnelle les galeries d'art, les musées d'histoire, de science et de l'industrie, de même que des institutions connexes, dans les dix provinces du Canada. Outre ces structures, elle compte parmis ses membres des personnes dont la profession ou l'intérêt marqué les orientent vers les mêmes aspirations. Il est donc approprié que l'Association prenne la parole au nom des centaines de Musées du Canada et présente un à la Commission Royale sur le Bilinguisme et le Biculturalisme.

But de l'Association des Musées Canadiens:

L'Association travaille à l'établissement et au maintien des normes et de l'éthique professionnelles dans tous les musées. Elle conseille et seconde, diffuse des informations et offre des cours de formation. Elle défend les intérêts des musées dans leurs rapports avec les organismes gouvernementaux à tous les échelons. Elle entretient des relations avec des organisations semblables aux Etats Unis et en Angleterre et, par l'entremise du Conseil International des Musées (ICOM), avec les musées du monde entier.

Les musées en tant qu'institutions éducatives

La fierté grandissante des citoyens envers leur riche patrimoine national impose au musées canadiens un rôle éducatif toujours croissant. On a appelé les musées " Les grandes universités gratuites du monde moderne": ils doivent donc porter leurs regards au delà des intérêts locaux. Leurs efforts doivent englober la vie et le travail de l'homme de toutes les époques et de tous les pays de même que les phénomène de la nature, depuis la cellule vivante la plus simple jusqu'au

système stellaire le plus complexe.

L'interprétation de l'héritage du Canada:

Franchissant les frontières dressées par les villes, les provinces et les pays, les musées doivent souligner les valeurs intrinsèques des traditions historiques du Canada. Ils doivent insister sur l'étude et l'interprétation de l'histoire naturelle et du développement scientifique et industriel du Canada. A la pointe de l'effort, ils doivent informer les Canadiens et les enorgueillir de leur héritage. Plus qu'un fait historique, l'Association considère la coexistence au niveau culturel national des communautés francophones et anglophones comme un actif indispensable à l'interprétation de cet héritage.

L'héritage multiculturel:

Au delà de la simple solution des tiraillements internes, la réussite d'une société biculturelle offre de nombreux avantages. La juste appréciation du patrimoine multiculturel donnera au pays une vision multiple et objective dans ses jugements et ses décisions et lui révèlera un monde de sensibilité et de compréhension. En conséquence, le Canada pourra assumer avec fierté une responsabilité accrue et se méritera un respect plus grand parmi les nations. L'Association des Musées Canadiens appuie donc fortement sur l'importance de développer, dans le contexte de son héritage multiculturel, le bilinguisme et le biculturalisme.

"Biculturalisme": terme amphibourique:

L'Association reconnaît les problèmes inhérents à cette dualité culturelle. Le plus sérieux est probablement la restriction sous-entendue par le terme " biculturalisme ". S'il est vrai que le Canadien à l'origine se forme aux traditions françaises et britanniques, d'autres apports, d'une valeur et d'une vitalité indiscutées, sont venus enrichir son caractère depuis cinquante ans. La politique culturelle du Canada, dans la mesure où elle est formulée, s'oppose à la théorie du " creuset ".

Les nombreuses et diverses traditions apportées par les nouveaux éléments se fondent en une entité canadienne reconnaissable, respectueuses des valeurs intrinsèques des courants constituants. Il est difficile de décrire précisément cette fusion, mais elle n'est certes pas " biculturelle " si ce mot implique " étanchéité ".

Les nombreux musées historiques d'intérêt régionnal fournissent peut-être la meilleure documentation sur les sources nombreuses et les valeurs diverses qui ont concouru à édifier le Canada d'aujourd'hui. Les plus importants permettent en plus au visiteur de franchir les limites de sa petite paroisse: il prend connaissance des nombreuses lignées de l'homme et évalue ce que des civilisations aussi diverses que celles de la Grèce antique, de la Chine et d'Israël ont apporté au Canada. La fierté du passé, la découverte de parentés surgies d'au-delà du temps et de l'espace stimulent la conscience canadienne. En visitant un musée, tout Canadien constate que la culture de son pays n'est pas exclusivement tributaire de deux langues; de toute évidence, il y voit le produit de plusieurs cultures.

Le Biculturalisme et l'Association des Musées Canadiens

Médium éducatif, le musée doit sauvegarder la liberté de rechercher et de présenter la vérité, que cette vérité soit esthétique, scientifique ou historique. Toute déviation par rapport à ce principe, coeur du code d'éthique de l'Association des Musées Canadiens, sapera la force de l'unité nationale. Les échanges entre les cultures mères doivent toujours se maintenir au niveau des discussions constructives, sans jamais s'abaisser à servir des intérêts particuliers ou des partis pris.

L'Association déplore la difficulté d'obtenir l'appui sérieux et la coopération des Canadiens d'expression françaises. Edifiée par l'accumulation et la réaction en chaîne de faits mineurs, de paroles, de négligences, la situation est complexe et la responsabilité en est partagée. L'Association s'efforce de maintenir un dialogue culturel à l'échelle nationale et de l'amorcer dans des domaines où il n'a pas encore trouvé à se développer, pour quelque raison que ce soit.

De plus en plus, la politique de l'Association s'oriente vers la mise en lumière des problèmes d'échanges, et vers leur solution: elle tend à organiser, à encourager le développement du dialogue.

Le maintien de l'équilibre entre les deux cultures fondatrices, au sein des conseils d'administration et du personnel des musées, constitue peut-être le problème le plus aigu. L'Association, de toute évidence, ne saurait reconnaître le bilinguisme comme critère de compétence exclusif; cependant, elle le considère, dans certaines régions et à certains niveaux, comme un avantage sérieux et utile, sinon nécessaire. En outre, l'Association souligne avec force le besoin et l'obligation, pour tous les organismes fédéraux et nationaux, d'être pleinement réceptifs aux deux cultures d'origine. Cette responsabilité impose à ses organisations une collaboration intégrale avec les deux groupes linguistiques.

Le coût du Bilinguisme:

La situation économique dicte certaines limites. Par exemple, il n'est pas pratique que guides, catalogues, étiquettes, etc. des musées soient publiés en plus d'une langue, sauf bien entendu dans le cas d'une distribution nationale. On encouragera les publications bilingues quand la demande en justifiera le coût plus élevé. C'est le cas des expositions itinérantes, subventionnées à cette fin; cela va de soi quand leur organisation se situe au niveau du gouvernement fédéral.

L'Association des Musées Canadiens elle-même ne peut justifier le coût du bilinguisme complet dans son programme de publication: elle manque de membres francophones. Il est à espérer que les musées canadiens appuieront les efforts de l'Association; son programme et ses publications deviendront pleinement bilingues et pourront servir de modèles à d'autres organismes.

Conclusions:

En conclusion, l'Association des Musées Canadiens affirme que:

1. le bilinguisme au Canada peut et doit stimuler l'épanouis-

sement d'une ethnie vraiment canadienne;

2. le bilinguisme implique une tradition de biculturalisme qui doit être acceptée avec gratitude. On ne doit pas exclure les valeurs inhérentes à d'autres races et cultures, mais en être fier;
3. les musées et institutions d'éducation doivent tenir compte avant tout de la compétence professionnelle;
4. Le devoir des musées envers la recherche et la présentation de la vérité esthétique, scientifique et historique n'entre pas en conflit avec les intérêts des groupes culturels du Canada.

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June 1964

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CANADIAN MUSEUMS ASSOCIATION

Brief to the Royal Commission on Bilingualism and Biculturalism

Definition of Purpose

The Canadian Museums Association is a professional organization representing art galleries, museums of history, science and industry, and related institutions in every province of Canada. It includes in its membership not only institutions themselves but individuals who, by profession or strong interest, are concerned with its aims. It is therefore appropriate that this Association represent Canada's hundreds of museums in making a brief to the Royal Commission on Bilingualism and Biculturalism.

Aims of the Canadian Museums Association

The Association seeks to establish and maintain professional standards and ethics for all museums. It gives advice and encouragement, disseminates information, provides training, and represents the interests of museums in their relations with governmental bodies at all levels and with similar organisations in the United States, Great Britain and with museums throughout the world through the International Council of Museums (ICOM).

Museums as Educational Institutions

Canada's museums play an increasingly important educational role as Canadians take pride in their country's rich heritage. Museums have been called the great free universities of the modern world. As educational institutions, the museums of Canada must raise their eyes beyond the local scene and view their work within a context which includes the life and work of man in all ages and climes, and the phenomena of nature from the smallest living cell to the furthest star.

Interpretation of Canada's Heritage

Museums have a responsibility to look beyond the boundaries of town, province and country and to emphasize the values inherent in Canada's historic traditions and the importance of the study and interpretation of Canadian natural history and scientific and industrial development. Museums are in the forefront of the effort to make Canadians aware and proud of their heritage. On the national cultural level, therefore, the Association

considers the co-existence of French-speaking and English-speaking communities in Canada not only as an historic fact but as a vital asset in the interpretation of this heritage.

Multicultural Heritage

The successful achievement of a basically bicultural society in Canada has advantages beyond the mere resolution of internal stresses. Through a true appreciation of its multicultural heritage, Canada will become a more cosmopolitan country, will be more objective in its judgments and its policies, and will gain breadth of taste and understanding. As a result, Canada, will carry, with pride a greater responsibility and will receive greater respect within the family of nations. The Canadian Museums Association therefore strongly asserts the importance of developing Canada's bilingualism and the concomitant traditional biculturalism within the context of its multicultural heritage.

Problems of the Term "Biculturalism"

The Association recognizes the problems inherent in this bicultural pattern. Perhaps the most serious is in the limitation often implied in the term "biculturalism". While historically, Canada has drawn from French and British traditions, the last fifty years have witnessed the influx of many strains, each with proven worth and vitality. Canada's cultural policy, to the extent that it has been expressed, has been opposed to the "melting-pot" theory and has striven to combine the many and varied traditions brought from abroad by its new citizens into one recognizable Canadian pattern without destroying the values inherent in each of the constituent streams. It is difficult to find an apt description of the resultant fusion, but it is certainly not "bicultural" in any narrow meaning of the word, implying exclusiveness.

The many local historical museums of Canada provide perhaps the best documentation for the many sources and the many diverse values which have gone into the Canada we know to-day. The larger museums, in addition, carry the Canadian mind beyond its parochial context to view the many races of man and to recognize the contributions made in this country by civilizations

as diverse as the ancient Greek, Chinese and Hebrew. Canada's museums contribute to better citizenship by making Canadians aware of their own past and of the important relationships which exist between themselves and those beyond their own boundaries of time and place. No Canadian visiting a Canadian museum can consider Canada merely a product of two cultures dependent upon the use of two languages. Rather he sees in his museums and in his fellow citizens, the clear evidence that Canada is a product of many cultures.

Biculturalism and the Canadian Museums Association

Museums, like all other educational institutions, must maintain freedom to seek out and present the aesthetic, scientific or historical truth. Any deviation from this basic principle, which is part of the code of ethics accepted by the Canadian Museums Association, will undermine the strength of national unity. The mutual exchange between the founding cultures must always remain at a level of profitable discussion and stimulation, rather than fall into misuse for any purpose.

It is necessary to point out here that the Association has always had difficulties in getting important support and co-operation from French-speaking Canadians. Such difficulties are not simple or one-sided in nature, but have been built up by the accumulation, the inter-action and the chain reaction of minute facts, words and negligences. The Association is striving to maintain the national cultural dialogue, and even to bring it into existence in spheres where it has not, for any reason, found ways of developing. To find out such reasons, to overcome them in specific fields and to organise or encourage ways of developing the dialogue is more and more part of the policy of the Association.

Probably the most crucial problems in this field arise from the concern for maintaining or promoting a fair balance between the two founding cultures inside museum boards and staffs. The Association, of course, cannot recognize bilingualism as an overall criterion of competence, but it does recognize it as a special and useful competence, especially in certain regions and at certain levels. Moreover, the Association stresses the need and obligation for all federal or national organizations to be fully open

to the two founding cultures. This means for such bodies real and complete organizational relationship with the structures of both founding cultures.

Cost of Bilingualism

Economics dictate certain limitations. For example, unless published material is to be distributed on a nation-wide basis, it is impractical for all guide books, labels, exhibition catalogues and publications of other sorts emanating from Canadian museums and art galleries to be published in more than one language. The cost would be prohibitive. Publications in either one or both languages should be encouraged wherever the response may be justified. For exhibitions planned to circulate across Canada and properly subsidized for this purpose, as well as for exhibitions organized at the federal government level or in a basically bilingual region, such expense and effort can be justified; and even systematically encouraged.

The Canadian Museums Association itself is as yet unable to justify the cost of complete bilingualism in its publication program due to the lack of a large French-speaking membership, but it is hoped that the efforts of the Canadian Museums Association will result in such response by all Canadian museums, that is programs as well as its publications will become fully bilingual and be models for other assocations and institutions.

Conclusions

In conclusion, the Canadian Museums Association states it belief that:

1. Bilingualism in Canada can be and is a stimulus to the growth of a truly Canadian ethos.
2. Bilingualism implies a tradition of biculturalism which should be accepted gratefully but not to any exclusion of the many values inherent in the other constituent races and cultures of Canada, in which we all take pride.

3. Canada's museums and other educational institutions must not be weakened by ignoring professional competence, for any reason.

4. There is no conflict between the interest of any cultural group in Canada and the museums' obligation to seek out and to present aesthetic, scientific and historical truth.

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BRIEF SUBMITTED TO THE

ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

The Canadian Museums Association,
Office of the Secretary-Treasurer,
Royal Ontario Museum,
University of Toronto,
100 Queen's Park,
Toronto 5, Ontario.

September 29, 1964.

"B R I E F"

Subject: Bilingualism and Biculturalism

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THE CANADIAN FEDERATION OF UNIVERSITY WOMEN

BRIEF SUBMITTED TO

THE ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

THE CANADIAN FEDERATION OF UNIVERSITY WOMEN

STATEMENT OF PURPOSE

1. To assist in developing a sound concept of educational values and in maintaining high standards of public education in Canada; to encourage advanced study and research by the awarding of Fellowships to women graduates.

2. To arouse and sustain among members an intelligent interest in public affairs in the political, social and cultural fields; to encourage an active participation in such affairs by qualified women; and to provide an opportunity for effectual concerted action.

3. To guard and improve the economic, legal and professional status of Canadian women.

4. To facilitate a more friendly understanding and cooperation among university women nationally and internationally, irrespective of race, religion or political opinions; and, for the realization of this ideal, to participate actively in the work of the International Federation of University Women.

President: Mrs. M.J.Sabia,
29 Edgedale Road,
St. Catharines, Ontario.

Executive Secretary:
Mrs. R.T.Shannon,
Brock University,
St. Catharines, Ontario.

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Summary of Recommendations

1. Because of the desirability of early language instruction and the urgent need for bilingual teachers, grants should be made available to universities to establish language courses for teachers.

2. Bilingualism among civil servants should be encouraged, particularly in Ottawa among those in senior positions and those in the fields of communications and information.

3. A study should be made of the various media of communication, radio, television, magazines and newspapers, to see if they could be used more effectively in the promotion of bilingualism and biculturalism.

4. Biculturalism should be encouraged through exchanges of programmes and artists related to the various art-forms.

5. Continuing government support should be given to the Arts in all parts of Canada.

6. Bilingual and Bicultural meetings and conferences should be given attention and financial support to ensure their continuation.

7. There should be more translations of Canadian literary works, for both adults and children.

8. There should be consideration given to the study and implementation of many of the recommendations made to the Commission. This could be accomplished either through the creation of a new foundation or through existing institutions.

I. Reasons for Brief

1. As a national organization of close to eleven ~~hundred~~ thousand members, organized in every province and The Yukon, and devoted to the purposes outlined in its constitution, the Canadian Federation of University Women recognized its responsibility to present a Brief to the Commission on Bilingualism and Biculturalism. Because French-speaking and English-speaking members have worked together in an atmosphere of harmony and friendly co-operation, the achievement of a lasting and vital national unity is regarded, not only as a metter of immediate concern, but, also, as an attainable ideal toward which all Canadians should work. The dual nature of the membership has created an intense interest in promoting a greater knowledge and fluent use of the languages of the two founding races of Canada and an increased awareness and appreciation of the traditions, values and contributions of their cultures to our national life.

II. Background and Scope of Brief

2. The Executive Committee of the CFUW were in favour of presenting a Brief to the Commission but decided that the matter should be settled by a majority vote to be taken at the Tri-ennial Conference in Winnipeg, August, 1964. In order to secure a consensus on questions which were deemed relevant, a questionnaire was prepared by a committee, chaired by Miss Lillian Handford of Renfrew, sent to the member clubs and members of the Executive, and a report of the replies was presented at the Tri-ennial Conference. A motion was passed "That CFUW accept the recommendation of the Clubs to submit a Brief to the Royal Commission on Bilingualism and Biculturalism".

3. By means of this questionnaire the CFUW is able to give a broad and general picture of the opinion of university women graduates from coast to coast on the specific matters presented to them. The questions were based on the Oral Submission made to the Commission in November, 1963, by Miss Margaret MacLellan, now Immediate Past-President of CFUW. This brief, therefore, will report on (a) the methods adopted by CFUW and the individual Clubs to encourage and extend the knowledge of other languages and cultures on the international, national and local levels; (b) the support of the members for student exchanges; (c) the consensus with regard to a bilingual Civil Service and (d) the recommendations and suggestions, made by local clubs and endorsed at the Tri-ennial Conference, by which the goal of "equal partnership" may be fostered and ultimately achieved.

III. Contribution of Other Ethnic Groups

4. It should be stated that, although the questionnaire did not include this matter, the Canadian Federation of University Women recognizes and appreciates the significant and growing contribution made by ethnic groups of differing national origins with languages other than the two official languages of Canada to the cultural atmosphere and development of the Canadian people.

IV. Efforts toward Bilingualism

5. For a number of years interest in the acquirement of a second language or additional languages has been increasing among the members of University Women's Clubs throughout Canada. The value of a knowledge of other languages to the intellectual development of the individual is without question. It is acknowledged that

language study can lead to a greater appreciation of other cultures and so can help to develop international understanding. Nationally, the presence of two peoples with distinctive languages lends impetus to the desire to acquire fluency in the second language.

A. Report to the International Federation

6. As a member association of the International Federation of University Women, the CFUW was in agreement with the Resolution adopted at the XIV IFUW Tri-ennial Conference in Mexico, July 1962, which reads as follows:

> "That the IFUW affirms the importance of studying the language and culture of peoples of all parts of the world as one of the most essential means of promoting international understanding and friendship, and urges national federations and associations to encourage the study of at least one foreign language and culture, not only in secondary schools and in universities but, also, as far as possible, by children in primary schools and by adults in various out-of-school programmes."

7. In response to a request from the IFUW, A Report on Recent Developments in Foreign Language Study in Canada was prepared by the CFUW national committee on Education under the guidance of its chairman, Miss Mollie Cottingham of Vancouver. Certain parts of this report dealt with the two official languages of Canada. It was stated that "Although English in French-speaking Canada and French in English-speaking Canada are, of course, not foreign languages, nonetheless, because of the increasing emphasis being placed upon the study of

both languages at an earlier age, and with improved methods to develop oral facility, the extension of the French language will be the most important aspect of this report". The report continues, "Two main drawbacks still exist, however, a shortage of qualified teachers and difficulty in establishing a continuous programme." The conclusion is made "that it becomes clear that a thorough survey into the programmes and problems of teaching a second language should be undertaken to assist school systems to respond to public interest". (The Report is appended)

B. Brief to Ontario Minister of Education

8. Clause III of the Terms of Reference of the Commission refers to the fact that the provinces have constitutional jurisdiction over education. In order to present local or regional viewpoints to provincial governments, it is possible for individual University Women's Clubs or Regional groups to form committees for study and the preparation of briefs. In 1963, the clubs in Ontario organized a provincial Committee on Education which, in March 1964, submitted a Brief to the Ontario Minister of Education, which outlined the interest of club members in extending the study of the second language, namely French, and which made specific recommendations. These recommendations were contained in resolutions which had been passed by the Eastern and Western Ontario Regional Conferences in 1960 and 1963. The brief stressed the importance of early language instruction and the urgent need for bilingual teachers. (A copy of the Brief is appended.)

C. Calgary and Edmonton Briefs to Commission

9. Encouragement has been given to individual University Women's Clubs by CFUW to present briefs to the Commission based on their own study of bilingualism and biculturalism. While the majority of the clubs have preferred to have their opinions included in the national brief, mention must be made of the excellent briefs which the clubs in Calgary and Edmonton have submitted. The depth of thought and study which these indicate and the imaginative suggestions which they contain show the genuine concern which has been aroused among women in Western Canada.

D. Motion re Early Language Instruction

10. In the report of the questionnaire, it was stated that the opinion of the members of University Women's Clubs seemed to be in agreement with the conclusions contained in the Report prepared for the International Federation and in the Ontario Brief. The delegates at the Tri-ennial Conference were asked if such a statement should be included in the Brief to the Commission. The following motion was passed.

(a) "School Boards or Provincial Departments of Education ought to be persuaded of the importance of introducing French or English as a second language in earlier grades to be taught by qualified teachers.

(b) There should be more training courses for teachers of French and English in order to fill the increased demand."

11. It was the majority opinion of those answering the questionnaire and of the delegates at the Tri-ennial

Conference that a short explanation of this motion should be given. This statement is based on the wide acceptance of findings formulated through the research of neurologists and scientists, such as Dr. Wilder Penfield, that children at an early age are physiologically capable of acquiring language patterns readily. Through the use of aural-oral methods of instruction, French, for instance, can become a natural means of communication, can develop the fluent use of the second language and can create in the individual an instinctive understanding of another culture. Therefore, the members of the CFUW are convinced that it is essential to begin instruction in the second language in the early grades of the elementary schools before the facility to learn languages easily disappears.

12. When the implementation of this desire for early teaching is considered, however, the urgent need for dynamic, well-qualified and highly fluent bilingual teachers becomes of paramount importance. While this lack is especially acute in the elementary schools, the need for fully bilingual teachers is apparent in the secondary school system as well. An increased development of courses in conversational French, summer school courses and refresher courses would help to meet this challenge. An interesting suggestion which was made in the Ontario Brief, in the Calgary brief and by a number of University Women's Clubs was that the Province of Quebec could and should be the greatest potential source of future teachers of French throughout Canada. The Montreal-English University Women's Club suggested the possibility of exchanges between French teachers in French-speaking Canada and those in English-speaking Canada.

13. While it is recognized that the details of the employment of teaching personnel would be worked by the provinces concerned, any encouragement which could be given on a national level would be most worthwhile. Since the universities would be involved in the development of study courses for teachers and since universities receive grants from the federal government, special subsidies might be made available. Public opinion, too, can become a most useful weapon. The creation of a favorable climate-of-opinion through the work of national bodies such as this Commission and by national organizations such as the CTUW, can do much to lend emphasis to the achievement of a more widespread bilingualism.

E. Work of Local Clubs

14. The wish was expressed by those in attendance at the Tri-ennial Conference that the involvement of local clubs in supporting programmes in language teaching be discussed briefly. It would be impossible to list in detail the lectures, the demonstrations, the study groups, the panel discussions and the resolutions to School Boards and other government bodies which clubs have heard and endorsed. A number of clubs reported on classes in early grades which have been instituted by School Boards and which have received a great deal of support from the clubs singly or in conjunction with other women's organizations. A partial list of these clubs shows that the same interest exists in every part of Canada -- Arnprior, Chatham, Elliot Lake, Kingston, New Westminster, Niagara Falls, Peterborough, Port Credit, Regina, Renfrew, Sackville, Sault Ste. Marie, Scarborough, South Shore (Montreal)

Weston, White Rock.

15. In some cases, members of clubs themselves have undertaken to teach classes in oral French. Only short excerpt from the reports of several of these projects can be given. The New Westminster Club "with the co-operation of the local Public Library (supplied classroom space) hired a teacher especially trained in teaching oral French. A charge of twelve dollars for a series of twenty-four classes was made and eighty elementary school children were enrolled. The success of this experiment will, it is hoped, persuade the School Board to sponsor special classes". The Regina Club "instigated the experiment of teaching French at the Grade VI level. Now one hundred and ten pupils in Grades VII and VIII take French and it is out of our hands". The Arnprior Club stated: "In 1962-3, we sponsored a French class for Grade II, one session per week (35 students in two classes). In 1963-4 we sponsored the same classes, now Grade III." The Sault-Ste. Marie Club reported "We are teaching French privately to five to seven year old children after school one-half hour once a week". The club in Renfrew established Saturday morning classes in conversational French several years ago which were taught by University Women's Club members. These classes aroused great enthusiasm and are continuing.

V. Student Exchanges

16. In reply to the question as to whether CFUW should organize an exchange of French-speaking and English-speaking students, the opinion of the membership was divided. The effectiveness of such exchanges in encouraging the use of the two languages and in the creation of

friendly attitudes was acknowledged. The majority opinion at the Tri-ennial Conference was that, since a number of agencies already are set up to do this work, such as Les Visites Interprovinciales, members could make a worthwhile contribution in this field by assisting these.

VI. A Bilingual Civil Service

17. One of the primary concerns of the Commission as outlined in Clause I of the Terms of Reference is the degree of bilingualism within the Civil Service. Because the CFUW is a national organization with members in all parts of Canada, it was felt that the consensus of its thinking on this definite national issue should be presented. Accordingly, three questions were included in the questionnaire.

I. Should the first consideration in making appointments to the Civil Service be ability to do the Job?

II. Is it Essential to have the ability
   (a) to speak the two languages?
   (b) to write the two languages?

III. Is it Essential to be able to give both Oral and Written Expression to Technical Knowledge in both French and English?

18. The opinions expressed were overwhelmingly in agreement that ability to do the job should be the first criterion for appointments to the Civil Service. It was recognized that there are many positions in which a knowledge of other languages is necessary so that, in these cases, bilingualism (or multilingualism) becomes a major requirement. Because of the vast scope of

civil service positions across the country, it was considered that the ability to speak and write the two official languages is not essential in all sections of Canada. It is desirable that bilingualism be encouraged and extended among civil servants in the national capital, particularly among those in senior categories. In other situations, where communication and information are involved fluency in the two languages would be an asset. It was not considered necessary that civil servants be able to give both oral and written expression to Technical Knowledge in both French and English because the use of translators could meet this need. CFUW members were reminded that holders of advanced degrees in scientific fields usually are able to read scientific works in other languages, many of which use the same terminology as English texts with differing pronunciations. It was admitted that the extension of bilingualism in the civil service becomes an educational problem. With earlier teaching of the second language in the schools and with courses of study open to adults the degree of bilingualism will increase.

VII. Biculturalism

19. While the questionnaire dealt largely with matters relating to Bilingualism, there was a strong feeling expressed in the replies to it and at the Triennial Conference that there was much which could be done to further Biculturalism in Canada.

20. The following statement of the Saind Ann-de-Bellevue Club found wide acceptance. "We feel that the stress on bilingualism is secondary for a very large portion of Canada but that the dissemination of a

common appreciation of one another's art, literature, history, religion and general points of view is essential to harmony and co-operation among all ethnic groups -- particularly the French and English because of our common heritage and of the B. N. A. Act and its effects". The Vancouver Club's comment, also, reflects the general thinking. "Art forms are universal and many of them, notably music, painting, sculpture and crafts, have no language barriers. Therefore the Arts might be used as a two-way street of understanding."

VIII. Suggestions and Recommendations

A number of suggestions and recommendations were made in the replies to the questionnaire and were approved by the Tri-ennial Conference.

A. Communications

21. It was suggested that a study should be made of the various media of communication, radio, television, magazines and newspapers, to see if they could be used more effectively to promote bilingualism and biculturalism. A greater use of CBC-TV French programmes might be made.

B. Cultural Exchanges

22. Suggestions for cultural exchanges were made by many University Women's Clubs. The Victoria Club stated "Activities of Libraries and Art Galleries could be directed toward exchanges of cultural ideas". The Vancouver Club outlined a programme of exchanges as follows:

"(1) High standard exhibitions of painting, sculpture and crafts etc. by local artists from the various areas;

(2) Performances of ballet, plays, musical performances, presentations of locally produced films;

(3) Also exchange of individual performers."

C. Support for the Arts and Cultural Organizations

23. It was recommended that continuing and developing support be given by government agencies such as the Canada Council, the Canadian Broadcasting Corporation, the National Gallery, National Museum, National Library and the National Film Board to the Arts in all parts of Canada.

24. It was suggested by the Regina Club that there is great value in "large truly representative meetings between English and French-speaking Canadians -- such as The Canadian Conference of Education and the Dominion Drama Festival which are truly bilingual and bicultural". These and other cultural organizations of national scope should be given attention and financial support to ensure their continuation.

D. Literature

24. The recommendation was made that more translations of Canadian literary works into both French and English should be made available to libraries and individuals. The feeling prevailed that there was a need for more readable works in French and, in particular, for more children's books in French. More widespread publicity should be given to lists of such books prepared by the Canadian Library Association and other educational groups.

E. Education

25. In paragraph 13, page 8, of this brief, the recommendation was made that federal government grants be made available to universities arranging special language courses for teachers.

F. A National Foundation

26. In its brief, the Calgary University Women's Club suggested the creation of a national foundation to study and implement the many recommendations made to the Commission. It would be most unfortunate, indeed, if these were forgotten or ignored. It would seem only reasonable to suggest that, either such a new agency or existing institutions, such as the Canada Council, the Canadian Citizenship Council, the Canadian Association for Adult Education, the Canadian Broadcasting Corporation, be encouraged to give both financial support and publicity to many of the suggestions which have been made to further bilingualism and biculturalism in Canada.

IX. Conclusion

27. The Canadian Federation of University Women wishes to commend the Commission for the enlightened manner in which it was carried out its work. The publicity which has been given to its pronouncements and to its public hearings has resulted in an ever-increasing interest and understanding of the needs and problems inherent in our country. The CFUW will continue to stress and work toward bilingual facility and bicultural awareness as a means by which a greater degree of national unity may be achieved.

CANADIAN FEDERATION OF UNIVERSITY WOMEN

268 First Avenue,
Ottawa 1, Ontario.
27 September 1963

The report reproduced below has been submitted to the International Federation of University Women. It was prepared in response to a request from the International Federation of University Women (IFUW Circular No.571) for implementation of Resolution No.I adopted at the XIVth IFUW Triennial Conference, Mexico, July 1962. The Resolution reads as follows:

> "That the IFUW affirms the importance of studying the language and culture of peoples of all parts of the world as one of the most essential means of promoting international understanding and friendship; and urges national federations and associations to encourage the study of at least one foreign language and culture, under qualified teachers, not only in secondary schools and universities but also, as far as possible, by children in primary schools and by adults in various out-of-school programmes."

Materials assembled by - Miss Mollie E. Cottingham,
Chairman,
Education Committee, CFUW

Report written by - Mrs. R.W. Falconer,
Chairman,
Education Committee,
University Women's Club of Vancouver, B.C.

RECENT DEVELOPMENTS IN FOREIGN LANGUAGE STUDY IN CANADA

Introduction to Report:

Generally, the picture which emerges from the provincial reports is an encouraging one. Although English in French-speaking Canada, and French in English-speaking Canada, are, of course, not foreign languages, nonetheless, because of the increasing emphasis being placed upon the study of both languages at an earlier age, and with improved methods to develop oral facility, the extension of the French language will be the most important aspect of this report.

Education is a provincial matter and the programmes differ greatly even within the individual provinces. In spite of this, a definite trend emerges, with outstanding examples highlighting the scene.

The Report:

There is an increase of eleven per cent in the study of foreign languages in Canadian Universities. (Wm. F. Mackey, "Foreign Languages in Canadian Universities and Colleges", p.26). Of a total of 114,000 students attending Universities in 1960-61, (of whom 27,500 were women), twenty-four thousand were studying French, six thousand German, twenty-five hundred Russian and sixty-five were studying Chinese.

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With regard to the introduction of languages other than French, out of a total of thirty-eight Universities, twenty-one now offer courses in Russian, two offer courses in Chinese (at the University of Toronto, there are one hundred students studying Chinese) and McGill University in Montreal offers courses in Malay and Indonesian. Approximately four hundred and twenty-five students are enrolled in the Department of Slavic Studies at the University of Toronto. (Op.cit. p.26).

An interesting point, C.B.C. Television presented an award-winning series of forty-eight lessons in Russian, in 1960. The course was prepared by the Metropolitan Education Television Association of Toronto in conjunction with the University of Toronto.

With regard to the teaching of English to foreign students, classes appear to be few. The University of Toronto gave a course this past summer, for twenty-six non-English speaking students from ten Canadian Universities. Dalhousie University in Halifax gave a non-credit English course to six students, (mostly medical students) from Hong Kong and Korea. Private schools which enroll foreign students generally register them for the summer months and give intensive training in English during that period.

It should be pointed out, however, that a great deal is being accomplished through the co-operation of the Department of Citizenship and Immigration and the Universities. In 1960-61, there were thirty-five thousand adults enrolled in English courses.

The Friendly Relations with Overseas Students Association arranges living accommodation and encourages social contacts with church and community groups as well as private individuals. International House on the campus of the University of British Columbia is very active in a similar way.

As for the increase in the study of a foreign language, Canadian schools are primarily concerned with their own second language - French. Some primary and most secondary schools are reporting expanding programmes. Dr. Wilder Penfield of Montreal, famous neurologist and Chairman of the first Canadian Conference on Education in 1958, has influenced this trend with his statement that language study is more effective at an earlier age.

Many schools have instituted the teaching of French in Grades I-VI and/or Grades VII-IX, or are experimenting with such a programme. Two main drawbacks still exist, however: a shortage of qualified teachers and difficulty in establishing a continuous programme.

With regard to Russian, for the past three years Regina Collegiate has offered Russian for superior students in out-of-school-hour classes; Toronto has done the same. In the latter city, special enrichment courses in French and German are now offered. In Montreal, German and Spanish have been made available to Grade IX pupils.

Language study in the Adult Education field concerns itself mainly with the teaching of English to New Canadians. There remains, however, an increasing number of adults studying French (10,980), German (833), Spanish (920), Russian (696), according to the Dominion Bureau of Statistics 1960-61. In British Columbia, thirty-two persons were enrolled in Japanese.

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Television programmes giving instruction in French and Russian have been very successful. Unfortunately, they have not been available in all centres. In October 1961, the C.B.C. and two Montreal Universities presented Canada's first televised courses for academic credit. The courses were given in both English and French.

Information regarding facilities offered by foreign countries was confined mainly to the language classes operated by the Alliance Française in many centres across Canada. Nova Scotia mentioned scholarships offered by the German Government.

With regard to special language classes for occupational purposes, information received indicated courses for translators at the University of Ottawa, and scientific German and Russian are offered at most Universities. The Federal Government has established courses for civil servants to enable them to become bilingual.

In many urban centres in Canada, Jewish children attend Hebrew schools operated after school hours. In Ontario, students enter these classes at seven years of age, and continue until high school age, at least.

In the field of Research into the problems of learning a foreign language, every province reporting seemed to be active, although to varying degrees. The 1963 National Seminar of the Canadian Teachers' Federation chose as their topic "Teaching Modern Languages". Topics for discussion included methods used in the U.K., U.S.A., and the U.S.S.R., as well as Language Laboratories and Teacher training. One particularly successful teaching method, the Tan-Gau Method, was demonstrated and two thirty-minute films on this method are now available from the Canadian Film Institute, 1762 Carling Avenue, Ottawa, Ontario.

Mention might be made here of two excellent reports:

1. "A Survey of Second Language Programs for English-Speaking Children in Grades 1-9 in Canadian Schools" by Neil MacLean Purvis. Canadian Teachers' Federation, 444 MacLaren Street, Ottawa 4, Ontario.

2. "Foreign Languages in Canadian Universities and Colleges" by Wm. F. Mackey. Humanities Research Council of Canada, Room 505, 56 Sparks Street, Ottawa 4, Ontario.

Research seems to be generally concerned with ways of improving the students ability to speak the language. As a result, the new techniques, such as language laboratories are receiving some attention, mainly at the University level, but in some high schools as well. Record players, radios, tape recorders, film strips, moving pictures and some television sets, seem to be standard equipment in some of the larger centres.

Visites Interprovinciales and the Canadian Council of Christians and Jews are having increasing success in exchanging visits between high school students in Quebec, and Ontario, Manitoba, Alberta and British Columbia. This summer, four hundred English-speaking and four hundred French-speaking students made

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exchange visits. From July 2nd to 16th, the English-speaking students lived as members of the family in the homes of their French-speaking partners. For the last two weeks of July, they returned home to act as hosts to their new friends from Quebec.

With regard to increasing the teachers' fluency, Ontario has recently opened a teachers' college for bilingual students, with a view to increasing the supply of teachers competent in both French and English. Many teachers attend summer courses in Quebec, at Laval University in Montreal, and in Trois-Pistoles. The Faculty of Education at the University of British Columbia runs a summer course for teachers of French with demonstration classes, and issues a regular bulletin of current materials to all teachers of the language in the province.

At the elementary and high school level, there is no direct emphasis on the culture of the country whose language is being studied. Most high school students, however, as a result of History and Social Studies courses, obtain a general knowledge of the political, cultural, and social life of the various countries. At the University level, of course, thorough study into all aspects of the country whose language is being learned is made.

In conclusion, it becomes clear that a thorough survey into the programmes and problems of teaching a second language should be undertaken in an attempt to assist school systems to respond to public interest. Members of the University Women's Clubs of Canada, who submitted reports, convey a feeling that expanded and improved programmes are desired across the country, but that support and encouragement are needed. It is to be hoped that these reports will be considered an important contribution towards meeting these needs.

BRIEF

of the

THE ONTARIO PROVINCIAL COMMITTEE ON EDUCATION
CANADIAN FEDERATION OF UNIVERSITY WOMEN

to the

ONTARIO DEPARTMENT OF EDUCATION -
MINISTER OF EDUCATION, MR. Wm. G. DAVIS

9th March, 1964

It is a rare day when one cannot pick up a daily newspaper and find a prominent headline concerned with biculturalism, bilingualism, separatism, or language and racial struggles among some segment(s) of the globe's two billion people. The Canadian Federation of University Women, since its inception in 1919, has through its membership in the International Federation of University Women, extended its active interest in the cultures and languages of countries outside Canada more and more. "To every thing there is a season and a time to every purpose under heaven", and the feeling in the University Women's Clubs across Canada in this decade seems to reflect the world's growing awareness that succeeding generations will continue attempts already begun to surmount the old barriers of nationalism in its limited and geographical sense, of poor communication, of intolerance, and resulting narrow perspectives and judgments. The Federation, having examined the increasing number of briefs and resolutions proposed by its 10,409 members concerning these interests, feels that a Resolution adopted by the XIVth IFUW Triennial Conference in Mexico, July, 1962, reflects the feeling of its members aptly: "That the IFUW affirms the importance of studying the language and culture of peoples of all parts of the world as one of the most essential means of promoting international understanding and friendhsip; and urges national federations and associations to encourage the study of at least one foreign language and culture, under qualified teachers, not only in secondary schools and universities, but also, as far as possible, by children in primary schools and by adults in various out-of-school programmes".

During the past five years in particular, the fifty-one Ontario Clubs of the Canadian Federation of University Women have been observing and studying the extent of language teaching within their own communities, with even more attention and study focussed on local situations during the past year under the guidance of this Committee. At the university level, the Committee has noted that there has been an increase of eleven per cent in three years in the number of students studying foreign languages in Canadian universities, and at the elementary school level, 113 School Boards in Ontario were employing in 1962 approximately 300 teachers of elementary school French (as opposed to 62 Boards employing such teachers in 1959). It has been obvious from these facts and the many other signs of public interest - panels in profusion; study groups; French films, both instructional and for entertainment, in demand (the Tan-Gau film at the Audio-Visual Education Branch, Toronto, had been assigned for so many loans in the autumn of 1963 that the Branch at that time would accept no further applicants for several months); bilingual nursery school, in both small and large centres; Saturday morning, noon-hour and after-school classes in conversational French (the town of Deseronto, population 1797, had 250 elementary school children enrolled in Saturday morning oral French classes in 1962, as only one example); - that interest in second language teaching is increasing daily. It has also been evident that some factors have made the desire for second language teaching difficult to carry through to satisfactory fulfillment. At the elementary school level, with which this Committee is most concerned in this submission, it has become apparent that communities and School Boards highly interested in offering early second language teaching have been hampered to varying degrees by one outstanding lack - a supply of qualified teachers who are sufficiently bilingual to teach oral French; another difficulty that has arisen as a corollary has been the inability of local School Boards to set up coordinated elementary and secondary curricula that provide one continuous programme of study in French. (It is probably unnecessary to point out here that "second language teaching" at the elementary school level has become in Ontario synonomous with French, a development that seems logical in view of the former long-standing requirement for French

as a basic Grade 9 Academic subject, and of our close proximity to so many of Canada's nearly six million French-speaking Canadians). The basic and urgent need for qualified French teachers seems evident.

The age at which to begin second language teaching is necessary to determine in order to estimate the number of teachers required. The words of Dr. Wilder Penfield have resounded with the force of a basic truth for many of our members ever since his text "Speech and Brain Mechanisms", the result of his neurological studies on the brain, appeared in 1959. A very large percentage of our members are educators, and probably, an even greater number are mothers. Dr.Penfield's emphasis on the flexibility of a child's brain patterns and the child's unconscious genius for imitation of sounds (as demonstrated so successfully in the aural-oral Tan-Gau method) have roused the ready recognition of educators and revived many vivid memories of parents. We would like to emphasize, as we endorse the need for early language teaching, that the following statement by a scientist only reinforces the experience of many teachers and parents: "Educators must realize that physiological evolution of the brain causes it to specialize in the learning of languages before the age of ten. After that, gradually, inevitably, it seems to become rigid, slow, less receptive". Again: "The time to begin what might be called a general school in secondary languages, in accordance with the demands of brain physiology, is between the ages of four and ten". The (C.F.U.W.) Ontario Committee on Education would therefore urge that French be adopted in the elementary curriculum at the Grade 2 or Grade 3 level. (The example of the City of Ottawa provides a precedent of initiative with all pupils from the Grade 2 level onwards studying oral French since 1958. Some Department of Defence Schools have also included French for six years from Grade 3 onwards.) A supply of a large number of bilingual teachers seems necessary if early language teaching is recognized as desirable across this province.

One must also question the type of course best suited for early age language teaching. One key to all human understanding certainly begins in language. The words of Dr. Clyde Kluckhohn speak eloquently: "No clues are so helpful as those of language in pointing to ultimate, unconscious psychological attitudes....Every language is also a special way of looking at the world and interpreting experience. Concealed in the structure of each different language are a whole set of unconscious assumptions about the world and life in it...If words referred only to things, translation would be relatively simple...But they also refer to relations between things and the subjective as well as the objective aspects of these relationships...Moreover, much of the friction between groups and nations arises because, in both the literal and the 'slangy' senses, they don't speak the same language." ++ Thus, language study in the old formalized sense seems obsolete and impractical; of what use is it in a second language, e.g., French, to be able to decline verbs perfectly and assign the right gender to nouns if, when those nouns and verbs are put together in everyday sentences by a Frenchman at normal speed and in normal circumstances that give the words context, the student finds that he is fortunate to pick up three words of the sentence, far less to grasp the subleties and emphasis that are intended? This Committee is agreed that the emphasis given to the mechanics of grammar and to the silent appreciation of written literature is not sufficient in a world where these fundamentals may well prove secondary in everyday communication between nations and individuals. Secondary language teaching should, therefore, in our view, be based on the aural-oral (or audio-lingual) approach in order to take full advantage of the child's natural ability and to create an early foundation for the use of the language as a vital means of communication and an aid to more subtle human understanding.

We have not attempted here to expound all the fundamental principles of French language teaching in the elementary schools (FLES), but we would like, briefly, to give recognition to the importance of several other principles involved in the implementation of early language teaching by methods based on audio-lingual principles. It is obvious that the quality of the teachers

++Mirror for Man, 1949 - Dr. C. Kluckhohn, Harvard Professor of Anthropology.

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concerned is of even more importance than usual where spoken words alone concern the student for most of the language period; fluency and accuracy of accent on the part of the teacher will be of great significance, with perhaps the greatest emphasis on the latter characteristic, since fluency can be acquired. Pedagogical competence and enthusiasm are also necessary characteristics of the best language teacher; a teacher of such qualities would undoubtedly find the teaching of a second language "by spontaneous, informal methods, and not by formal and task methods" (as described in the Interim Report of the Ontario Curriculum Institute, 1963) a not too difficult task. The report of the Chicago team of Dunkel and Pillet also emphasized the greater effectiveness of establishing a friendly, natural atmosphere in an oral language programme. The gradual transition to some reading, and later writing, of the language can obviously be carried through effectively when desired. One sentence in the Chicago publication of experimental results+++does emphasize another factor: "Without complete administrative cooperation no FLES programme can flourish", and this factor becomes even more important when efforts are made to create continuity of curriculum content and methods. Continuity is not only desirable but necessary if the whole programme is not to be regarded as frivolous, and continuity must not end sharply at the end of the elementary grades.

We would like to emphasize that the continuous interest of the Ontario Clubs in early French instruction has been evident for a number of years. The Eastern Ontario Regional Conference, 1960, passed the following motion, for example:

"Be it resolved that the C.F.U.W. Ontario Committee on Education respectfully request the Department of Education

1. to encourage local Boards of Education
   (a) to establish French as part of the elementary school curriculum
   (b) to start the teaching of French in Grades 7 and 8 initially and as the supply of teachers increases, to extend such teaching through successively lower grades
2. to establish French as a required subject of the elementary school curriculum as soon as possible
3. to establish French in the Ontario Teachers' Colleges as an optional subject open to those with Senior Matriculation in French
4. to provide financial assistance for teachersfor summer school study at such places as Trois Pistoles, the Universities of Ottawa, Montreal, McGill, and Laval. (The example of the Quebec Department of Education's provision of financial aid to Quebec teachers who wish to attend the Queen's University Summer School in English is to be recommended.)...One can now add the University of Toronto's Oral French Summer School at St. Pierre et Miquelon to this list.

As can be seen from our brief list of illustrations, our members have observed local interest in their communities become more widespread and forceful every year. In April, 1963, both the Western and Eastern Ontario Regional Conferences, comprising representatives of the majority of the C.F.U.W. clubs in Ontario, passed a second motion again concerned with the training of French teachers. The Motion is as follows:

> "WHEREAS there is increasing need for teachers of conversational French, particularly in the early grades of the Ontario elementary school system
>
> and
>
> WHEREAS there are at present in Ontario no courses for English-speaking teachers leading towards a certificate in conversational French recognized by the Ontario Department of Education as

+++French in the Elementary School: Five Years' Experience - Dunkel & Pillet

qualification for a teacher desiring to teach French in the Ontario Elementary schools;

We respectfully request the Ontario Department of Education to establish

1. courses in conversational French to be offered as an option at all Ontario Teachers' Colleges

2. summer school courses in conversational French at interested universities for teachers meeting certain minimum qualifications in French language training, the minimum entrance standards to be established by the Department of Education."

Since the passing of this motion, however, the urgency of the need for trained teachers of oral French and the increasing recognition of the need for large numbers of such teachers (C.A. Pearson, Superintendent of Elementary Education, Ontario Department of Education - "If French were made compulsory in the elementary schools of Ontario, this would require 2700 French-speaking teachers") have made this Committee desirous of urging the procurement of teachers in at least one other way. We would urge that serious consideration be given to a third course of action: the encouragement of some migration of certified French-Canadian teachers to teaching positions for specified periods in Ontario elementary schools. (At least one University Summer School of English has had enquiries from bilingual French teachers about the possibility of remaining for a year or two to teach French in Ontario schools.) As well, many of the 1,000-2,000 annual baccalaureate graduates of the Quebec Collèges with their considerable cultural background might well welcome the opportunity to spend a specified sojourn teaching in another province before taking up a profession or business employment in their native province. (This seems reminiscent of the English-speaking students teaching in French Lycees.) It would seem short-sighted to ignore such a close supply of potentially competent, fluent, enthusiastic teachers.

The corollary arising from early language instruction mentioned earlier in this presentation will obviously require the consideration, also, of methods of improving the quality of oral French teaching at the secondary school level. A fourth course of action might be suggested; the establishment of "refresher" courses in oral French for secondary school teachers at university Summer Schools. At least one Ontario university has expressed willingness to assist in the educational enrichment of teachers, as requested by the Department, through the organization and administration of French "refresher" courses for language teachers within the structure of its already busy Summer School. Dean A.R.C. Duncan of Queen's University has declared that the Queen's Summer School "would be very glad to put on this type of summer school course", and it seems likely that other universities may also recognize the benefits of such courses. How incongruous it could be to have Grade IX students speaking French superior in intonation and accent to that of their Grade IX (or Grade XIII) teacher!

This Committee's discussions have been permeated by a sense of immediacy which has arisen, not so much from the recent events spurring cultural awareness of French Canada and her needs and rights, but from a long-standing respect on the part of our members for every child's educational capacity - a year in a young child's life represents much more than a set number of minutes, days or weeks, it represents an extraordinary learning potential of a depth and speed not calculable in adult terms. The loss of a year in the establishment of any educational improvement represents an irrevocable loss. The Chicago book "French in the Elementary School" expresses this strongly in reference to language teaching: "Since this (proficiency in the oral use of the language) is the one area in which the young child has a special competence which may be lost later, the failure to take advantage of it approximates irresponsibility".

The fifty-one Ontario clubs of the Canadian Federation of University Women, representing 5,900 members, have followed the actions of the Ontario

Department of Education during the past year with interest and appreciation. The organization of the 1963 Ottawa summer course for teachers in English-speaking schools and the subsequent flow of the 130 graduates of this course into the province's elementary schools, the establishment of a Sudbury Teachers' College course for bilingual student teachers in 1963, and the recent development of a Liaison Committee to work on the coordination of the elementary and secondary school French courses are to be commended greatly. We would respectfully urge, in addition, in view of the urgency of the need for trained, certified teachers of French described in this submission, that the Department of Education consider the four courses of remedial action suggested herein, as well as the principles of language study supported by this Committee on behalf of the Ontario members of the C.F.U.W.

Early language teaching seems a natural component of modern educational systems, but historically, statistically, and practically, (both in the sense of economic practicality and educational efficiency,) the nineteen million peoples of this country should be particularly concerned with the incorporation of the study of its two first languages, French and English, into all elementary schools in Canada.

Brief Reports of Several Ontario Communities on the Teaching of French in the Elementary Schools: 1963-64

Sarnia: At least four Home and School Associations in Sarnia are considering or have already organized extra-curricular Oral French classes. In one school, 243 pupils were registered for such classes; ninety per cent of the parents registered the desire for such classes on returned questionnaires. (It has been estimated nine teachers would be necessary.)

Peterborough: The Board of Education, after several years of interested recommendations, has approved the teaching of Oral French in the elementary schools.

Ottawa: Although French classes have been part of the Ottawa curriculum for a number of years, interest in a summer course to aid qualification of bilingual teachers has become strong through the interest of the Citizens' Committee on Children.

Deseronto: Saturday morning classes under Miss Berlanquet of the High School staff, assisted by volunteers from the High School classes, conducted Oral French classes for the enthusiastic 250 elementary school children registered in 1963, with the aid of as many obtainable teaching aids as possible.

Kingston: A questionnaire sent to parents of Grade 6 pupils last year registered 93% assent for the teaching of French in Grade 6; all Grade 6 classes now are offered French. This year a vote of 92% for Grade 4 classes and 88% for Grade 3, gave the trustees of the Board of Education sufficient approval to carry on an extended programme, if funds can be provided next year; (French has been taught in Grades 7 and 8 for seven years.) Over two hundred pupils are presently registered in extra-curricular classes under the auspices of Home and School Associations and a number of others in private classes.

Port Credit and St. Catharines: French has been taught in Grades 7 and 8 for several years.

Renfrew: Saturday morning classes in conversational French begun several years ago and taught by University Women's Club members, have been very popular, and at last report were over-enrolled and expanding.

Mémoire

de

l'Association des manufacturiers canadiens

à

la Commission royale d'enquête sur le bilinguisme et le biculturalisme

octobre 1964

l'Association des manufacturiers canadiens

67, RUE YONGE, TORONTO 1, ONTARIO

le 29 octobre 1964

Aux présidents et aux membres
de la Commission royale d'enquête sur
le bilinguisme et le biculturalisme,
Ottawa, Canada.

Messieurs,

Préambule

1. L'Association des manufacturiers canadiens est très sensible à l'honneur qui lui est fait d'être invitée à soumettre un mémoire à la Commission royale chargée d'étudier ces questions d'importance capitale pour le peuple canadien.

2. Fondée en 1871, l'Association ne poursuit aucun but lucratif ou politique et groupe des manufacturiers intéressés à intervenir de façon collective en ce qui concerne leurs problèmes communs. Elle est incorporée sous la loi fédérale lui autorisant l'usage des noms: "The Canadian Manufacturers' Association" et "L'Association des manufacturiers canadiens". L'emploi du titre français reflète l'importance de l'industrie du Québec et le nombre des membres qui constitue notre division de Québec la range en deuxième position dans notre groupement national.

3. L'Association compte plus de 6,000 membres qui représentent 75% de l'ensemble de la production manufacturière du Canada; leurs usines sont dispersées dans 600 villes, municipalités et villages, depuis l'Atlantique jusqu'au Pacifique. Plus des trois-quarts des compagnies qui la composent comptent moins de 100 salariés à leur emploi, fait intéressant qui témoigne de son caractère représentatif.

Collaboration raciale

4. Dès le début, les manufacturiers de descendance française, anglaise et d'autres origines ethniques ont collaboré au sein de l'Association dans l'intérêt de leur industrie, et, par leur travail de développement et d'affermissement de l'économie du pays, ils ont grandement contribué à l'unité nationale.

5. Les propriétaires et administrateurs des compagnies membres de l'Association appartiennent ou proviennent de groupes ethniques nombreux, mais jamais dans l'histoire de l'Association la question de race ou de nationalité ne fut l'objet de discordes ou a-t-elle risqué de le devenir. L'Association n'a donc jamais cru nécessaire d'avoir à formuler une politique spéciale à l'égard de la diversité des races qui ont contribué d'une façon si remarquable au développement et à la prospérité du Canada. L'Association a cependant toujours été d'avis que les préjugés de race sont chose exécrable et que, l'unité canadienne devant passer avant tout, le principe doit être maintenu. Il s'ensuit que les membres de l'Association sont fermement convaincus que les opportunités d'avancement doivent être offertes à tous de façon égale, sans préjugé de race, de religion ou d'origine ethnique.

6. Les Canadiens peuvent, à juste titre, être fiers de leurs réalisations passées et présentes. Le Canada qui compte moins de 20 millions d'habitants, occupe le septième rang des pays manufacturiers du monde libre et le sixième rang parmi les pays exportateurs. Notre standard de vie est élevé et il continue de monter. Nous voyons là le résultat de la collaboration entre individus de races et de langues différentes. Les frontières géographiques de notre nation sont l'effet d'un critère politique et non économique; c'est là un fait d'importance capitale qu'il ne faut pas oublier. Nous croyons que notre force et notre prospérité futures dépendront directement du succès que nous aurons à rester unis.

7. L'Association a formé un comité de membres d'expression anglaise et d'expression française, choisis dans chacune de ses six divisions qui

englobent le pays afin d'étudier les questions extrêmement importantes qui font l'objet du mandat de la Commission royale. Le tiers des membres de ce comité est bilingue. Ses discussions ont permis de constater que des rapports fréquents entre personnes d'origines différentes font naître un respect et une amité réciproques ainsi qu'une compréhension du désir sincère généralement répandu, de contribuer au progrès national. On comprendra facilement que dans un groupe aussi représentatif de citoyens de langues et de vues différentes, il n'y a pas eu et il ne peut y avoir d'accord unanime quant au meilleur moyen d'atteindre ce but, mais chacune des suggestions avancées a fait l'objet d'une étude sérieuse.

8. L'Association et d'avis que les principaux sujets intéressant les manufacturiers dans le cadre du mandat de la Commission royale sont les suivants: la formation et le perfectionnement du personnel ainsi que le coût du bilinguisme dans l'industrie. La communication des idées et l'éducation sont deux autres sujets connexes, où les manufacturiers ont des connaissances et des intérêts qu'ils partagent avec d'autres secteurs de la société. Tous ces sujets sont liés les uns aux autres et ils ne peuvent pas être traités isolément.

9. Les terms bilinguisme et biculturalisme signifient à notre avis "coexistence". Ce mot, à son tour, sous-entend "compréhension mutuelle", ce qui exige que chacun des groupes connaisse le passé, le mode de vie, la mentalité et les espoirs de son voisin. A cette fin, l'intelligente collaboration des journaux, des périodiques, de la radio et de la télévision est indispensable. La communication des idées est essentielle dans les rapports des individus et dans l'industrie, et il devient de plus en plus souhaitable que le bilinguisme trouve sa place dans ces communications; il y est même déjà accepté.

Formation et perfectionnement du personnel

10. La sélection, la formation et le perfectionnement du personnel

comptent parmi les problèmes les plus importants que les manufacturiers ont à considérer. Ce sont des problèmes qu'on trouve partout au Canada. Dans certaines régions, ces problèmes sont aggravés et rendus plus complexes en raison de la dualité du langage, généralement l'anglais et le français. Il faut partout trouver de meilleurs moyens pour aborder ces problèmes, mais dans les régions bilingues, c'est une nécessité qui s'impose.

11. Les industriels ont reconnu depuis longtemps l'immense avantage qu'offre la formation des employés et ils ont concrétisé leurs idées de diverses manières à ce sujet, tant dans l'industrie elle-même qu'en insistant continuellement pour l'extension de l'enseignement, par exemple dans les écoles de métier, les instituts polytechniques, les cours destinés aux adultes, les universités et les cours d'extension universitaires. Partout au Canada, un bon nombre des membres de l'Association joue un rôle effectif dans ce domaine. L'Association endosse nettement ces activités, y compris les dispositions prises pour faciliter l'étude des langues dans les régions où la dualité de langue existe.

12. La réalisation de programmes et de projets tendant à développer les capacités latentes des individus à tous les échelons de la structure industrielle, est largement répandue dans l'industrie canadienne. La valeur qu'ils revêtent dans les régions où la dualité de langage existe et la nécessité de les réaliser avec diligence et habilité sont l'évidence même, particulièrement en vue de l'avantage que représente la pleine exploitation des ressources humaines du pays tout entier.

13. La rapidité des changements actuels et anticipés dans le domaine de la technologie ont fait ressortir la nécessité d'améliorer les techniques de formation du personnel. Les modifications importantes que l'on relève dans l'enseignement partout au Canada et qui sont l'effet d'une industrialisation rapide, indiquent bien qu'on admet de plus en plus le besoin de

faire des progrès constants dans l'éducation de base, la formation technique et professionnelle et le développement des cadres. L'emploi de la langue de l'élève, dans tous les cas où c'est possible, rendrait la tâche plus facile.

Education

14. L'industrie manufacturière joue un rôle de premier plan dans le vaste domaine de l'éducation et il s'est établi une étroite collaboration avec les authrités scolaires, particulièrement aux niveaux secondaire et universitaire.

15. Il faudrait encourager de fréquentes visites industrielles de la part des étudiants (sur une base interprovinciale, surtout pour l'Ontario et le Québec) et des allocutions par des industriels dans les écoles, les collèges et les universités pour aider les étudiants, les professeurs, les instituteurs et le public à mieux se rendre compte de la grande variété de carrières offertes dans l'industrie manufacturière et du rôle que celle-ci joue dans la société. De telles relations ne peuvent qu'aider les éducateurs à développer dans la future génération des aptitudes beaucoup plus en rapport avec les besoins de l'avenir.

16. Nous aimerions faire ici un bref commentaire sur l'éducation en général, non seulement en ce qui touche les manufacturiers, mais encore tous les citoyens.

17. L'Association se réjouit du fait que, dans le pays tout entier, l'enseignement du français dans les écoles primaires des régions où l'anglais prédomine se répand de plus en plus, qu'on se propose de commencer cet enseignement dans les classes élémentaires et qu'on fasse ressortir l'importance de la conversation comme base de cet enseignement. Réciproquement, une louable tendance analogue se dessine pour l'enseignement de l'anglais dans les régions d'expression française. L'étude d'une langue seconde ou de plusieurs langues

est précieuse en soi. Du point de vue des manufacturiers, la connaissance des langues est importante dans la vie industrielle de tous les jours, pour la fabrication de produits et leur vente au pays et à l'étranger.

18. D'une façon générale, l'éducation relève évidemment des provinces et nous souhaitons que celles-ci se hâtent d'établir des programmes d'enseignement raisonnablement uniformes afin que, par exemple, une famille puisse changer de municipalité sans, pour autant, désorienter les enfants d'âge scolaire, comme cela s'est si souvent produit jusqu'à présent.

19. Nous avons la conviction bien arrêtée qu'un des stimulants les plus puissants à l'unité canadienne serait l'agréation d'une seule Histoire du Canada, par les dix provinces. Nous nous rendons parfaitement compte que la rédaction de cette Histoire serait une tâche gigantesque, mais nous croyons que sa valeur serait très considérable et qu'elle contribuerait beaucoup à la compréhension mutuelle des deux races fondatrices de notre pays.

20. Même si cela peut sembler évident, l'Association des manufacturiers canadiens désire néanmoins exprimer ici sa conviction que, dans les régions où on parle les deux langues, les entrevues avec les candidats à l'emploi devraient avoir lieu autant que possible en anglais ou en français, selon le désir du candidat.

21. S'il est question d'examens et de tests au moment du recrutement ou subséquemment, il faudrait qu'ils soient préparés et donnés avec le plus grand soin, surtout dans les cas où la dualité de langue entre en jeu. Si l'on fait usage de textes français, leur préparation devrait tenir compte des antécédents culturels de la langue française.

Bilinguisme et communication des idées

22. Comme nous l'avons déjà dit, l'amélioration de la communication des idées est une des fonctions du bilinguisme dans l'industrie canadienne. A cette fin, il n'est pas nécessaire que tous les travailleurs de l'industrie

connaissent également bien toutes les langues, mais la compréhension d'au moins les deux langues officielles du Canada est ardemment souhaitable et devrait être encouragée par tous les moyens possibles. Il est relativement facile et peu coûteux de parvenir à la connaissance d'une langue seconde et ceci devrait être le premier objectif.

Le coût du bilinguisme dans l'industrie manufacturière

23. Une enquête menée auprès d'un bon nombre de compagnies a démontré qu'il est pratiquement impossible de savoir de façon précise et sûre ce que représente en frais supplémentaires la conduite des affaires dans un milieu bilingue. Aucune des compagnies consultées ne calcule ces frais de telle sorte qu'il soit possible d'établir un estimé précis. Il est vrai qu'en y mettant le prix, il serait peut-être possible de déterminer le coût de certains travaux spéciaux, mais le problème varie tellement suivant les sociétés qu'il semble impossible de pouvoir en tirer des conclusions pratiques.

Unité nationale

24. Au cours des années, le Canada est devenu de plus en plus fort, et pour la grande majorité des Canadiens, le standard de vie s'est progressivement amélioré. La compréhension mutuelle de la part de tous les Canadiens est un des facteurs les plus importants de ce progrès. On ne peut trop souligner le fait que les récriminations de quelque nature qu'elles soient ou de quelque source qu'elles proviennent sont nuisibles à cette amélioration et doivent être évitées.

25. Nous croyons qu'en ce moment on respecte de plus en plus la voix de la modération partout où surgit une discussion raisonnée concernant l'égalité des deux races fondatrices du Canada. Nous croyons également qu'une majorité écrasante de Canadiens, tant d'expression anglaise que d'expression française, continuera de condamner avec énergie et bon sens les raisonnements et les agissements inquiétants de ces extrémistes qui semblent voués à détruire

le Canada tel que nous le connaissons, sans jamais offrir d'alternative valable.

26. A cet égard, une lourde responsabilité incombe aux media populaires de communications, ainsi qu'aux porte-parole publics, qui doivent éviter de donner une emphase imméritée aux actions et aux propos irresponsables de ce qui n'est, en somme, qu'une poignée de dissidents nullement représentatifs.

Résumé

27. En résumé, nous nous sommes bornés dans ce mémoire à exprimer notre opinion sur les seuls sujets mentionnés au paragraphe 8. Comme énoncé général, nous croyons fermement qu'il ne s'oppose aucun obstacle insurmontable au développement d'une collaboration toujours plus étroite et plus harmonieuse entre les deux races fondatrices, dans le cadre d'un Canada uni. A cette fin, et dans le contexte de notre mémoire, nous formulons maintenant certaines recommendations précises.

Recommandations

28. (a) L'unité nationale est la condition préalable essentielle au maintien du progrès économique des Canadiens et cet impératif fondamental devrait être reconnu comme tel tant par les individus que par les pouvoirs publics.

(b) L'engagement financier de l'industrie manufacturière dans la formation et le perfectionnement des employés devraient recevoir une plus grande considération et un encouragement plus concret de la part des pouvoirs publics à tous les niveaux.

(c) La tendance à étendre l'enseignement du français aux écoles primaires des régions d'expression anglaise, et l'enseignement de l'anglais dans les régions d'expression française devrait être intensifiée.

(d) Dans les dix provinces, les programmes d'enseignement devraient

être raisonnablement uniformes afin de faciliter les déplacements de la population.

(e) Il serait urgent que l'on procède à la rédaction d'une seule Histoire du Canada, agréée par les dix provinces.

(f) Dans les régions où la dualité de langue existe, il faudrait que l'une des deux langues officielles du Canada, au choix du candidat, soit utilisée au cours des entrevues relatives à l'emploi.

(g) Les tests prescrits par les employeurs pour le recrutement de leur personnel devraient toujours être préparés et utilisés avec le plus grand soin, particulièrement dans les cas où la dualité de langue entre en jeu, et si l'on se sert de textes français, ces textes devraient refléter les antécédents culturels de la langue.

(h) Il serait fort souhaitable que tous ceux qui travaillent dans l'industrie aient au moins une certaine connaissance des deux langues officielles du Canada, et il faudrait essayer de réaliser cet objectif par tous les moyens possibles au cours des prochaines années.

(i) Il serait bon d'insister davantage sur la responsabilité qui incombe aux media populaires de communication afin qu'ils gardent le sens de la mesure lorsqu'ils rapportent les événements qui touchent les éléments dissidents de la population.

Conclusion

29. En conclusion, l'Association fait acte de son admiration devant les progrès immenses réalisés dans un temps relativement court par les hommes d'affaires et par le public en général vers la réalisation des espérances et des aspirations nouvellement formulées par le Canada français. L'emploi de plus en plus fréquent le la langue française dans le domaine des affaires en est une preuve.

30. Nous attribuons en grande partie cette prise de conscience de plus en plus vive au travail que fait votre Commission royale en attirant l'attention du public sur ce sujet, si important et si lourd de conséquences pour l'unité canadienne, dont la réalisation est de la plus haute importance pour tout Canadien bien pensant. Nous souhaiterions que cette unité s'accomplisse par l'évolution plutôt que par la législation, selon une formule comprise et acceptée par tous les éléments de la nation.

Sincèrement vôtres,

A. A. Cumming,
Président

J. C. Whitelaw,
Vice-président exécutif et
gérant général

achievement of which is paramount to all thinking Canadians. It would be our hope that unity in a form understood and acceptable to every segment of our nation will be achieved by evolution rather than by legislation.

Yours very truly,

A. A. Cumming,
President.

J. C. Whitelaw,
Executive Vice-President and
General Manager.

(f) Employment interviews in dual language areas should be conducted in either of the two official languages of Canada, whichever is desired by the applicant.

(g) Tests used by employers in connection with personnel recruitment and development should at all times be prepared and applied with great care, particularly in dual language situations, and when French texts are used they should reflect the cultural background of the language.

(h) It is highly desirable that those who work in industry should have at least an understanding of both the official languages of Canada and everything possible should be done to facilitate realistic progress toward this goal over the next few years.

(i) Increased emphasis should be placed upon the responsibility of the popular media of communication to keep a proper sense of proportion in the reporting of events involving dissident elements of the population.

CONCLUSION

29. In concluding this submission, the Association is impressed by the great strides which have already been made by the business community and, indeed, by the public generally, in a comparatively short time, towards meeting the newly articulated hopes and aspirations of French-speaking Canada. The increasing use of the French language in the field of business communication is but one significant indication of this.

30. We attribute this growing awareness in no small measure to the work of your Royal Commission in focusing public attention on this important subject which has so great a bearing on Canadian unity,

popular media of communication, as well as on public spokesmen, to avoid placing undue emphasis upon the irresponsible activities and utterances of what is essentially a handful of unrepresentative dissidents.

SUMMARY

27. To summarize our thinking in this submission, we have confined our opinions to the limited areas as defined in Paragraph 8. However, as a general statement, we hold strongly to the view that there are no insuperable impediments to an increasingly close and harmonious working relationship between the two founding races within the framework of one Canada. To this end and within the context of our submission, we now put forward certain specific recommendations.

RECOMMENDATIONS

28. (a) National unity is the indispensable prerequisite to the continued economic progress of Canadians and should be recognized as the first imperative by individuals and governments alike.

(b) Manufacturing industry's commitment to employee training and development programmes should qualify for increased recognition and tangible encouragement by governments at all levels.

(c) The trend to increased teaching of French in elementary schools in English-speaking areas and of English in French-speaking areas should be intensified.

(d) School curricula in all ten provinces should be reasonably uniform to facilitate increased mobility on the part of Canadians.

(e) A single written history of Canada acceptable to all ten provinces should be undertaken as a matter of urgency.

to achieve an understanding of an additional language, and this should be the first objective.

COST OF BILINGUALISM TO MANUFACTURERS

23. A survey of a significant number of companies has shown that reliable and meaningful figures on the additional cost of doing business in a bilingual milieu are well nigh unobtainable. None of the companies surveyed keep information of this nature in such a way as to give a clear picture of such additional costs. While it may be possible at considerable expense to segregate the cost incurred for special items, the problems vary so widely as between different companies that it would appear no useful conclusions can be reached.

NATIONAL UNITY

24. Over the years Canada has been steadily growing stronger and the standard of living has been progressively improving for the vast majority of Canadians. Mutual understanding on the part of all Canadians is one of the most important factors in achieving this. It cannot be too strongly emphasized that recriminations of any kind or from any source are harmful to this improvement and should be avoided.

25. We feel that, at this moment, the voice of moderation is being increasingly heard, and listened to with respect, wherever there is reasoned discussion concerning the equality of the two founding races in Canada. We also feel that by far the majority of Canadians, both English and French-speaking, will continue to reject with both fervour and logic the disquieting arguments and actions of those extremists who appear inclined to destroy Canada as we know it without for a minute offering a viable alternative.

26. In this connection, a very heavy responsibility rests on all

Results [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] 40% ?

But [illegible] [illegible]

matter and it is our hope that the provinces will rapidly progress in arranging school curricula which will be reasonably uniform so that, for example, a family move from one community to another will not cause the confusion to school age children which has so frequently occurred up to now.

19. It is our considered opinion that one of the greatest impetuses to Canadian unity would be a single history of Canada which would be acceptable in all ten provinces. We realize that the writing of this history would be a herculean task, but we feel it would be of monumental value and would contribute much to mutual understanding between the two founding races of our country.

20. Although it may well be self-evident, the Canadian Manufacturers' Association nevertheless wishes to put on record its belief that in dual language areas interviews with prospective employees should be conducted, wherever practicable, in either English or French as desired by the applicant.

21. Where examinations and tests are used, whether at the time of recruitment or subsequently, these should be prepared and applied with great care, particularly in dual language situations. When French texts are used, they should be developed with French language cultural background in mind.

BILINGUALISM AND COMMUNICATION

22. As we have previously stated, one of the functions of bilingualism in Canadian industry is improved communication. To this end, it is not necessary that all who work in industry be equally skilled in all languages, but an understanding of at least the two official languages of Canada is highly desirable and should be given every possible encouragement. It is relatively easy and economical

training and in managerial development. Training in the language of the trainee wherever practicable would aid in this.

EDUCATION

14. Manufacturing is also playing a major part in the broad field of education and a close working relationship with the educational authorities, especially at the secondary school and university levels, has been evolved.

15. The promotion of industrial visits by students (frequently -- and notably in the case of Ontario and Quebec -- on an interprovincial basis) and addresses by industrialists in schools, colleges and universities are helping students, professors, teachers and the public to reach a better understanding of the great variety of careers offered by manufacturing industry and the role it plays in our society. Such a relationship cannot but help educators to develop in the next generation a much greater ability to fill the needs of the future.

16. At this point we would like to comment briefly on education generally as it affects not only manufacturers but all citizens.

17. The Association is delighted that the teaching of French in elementary schools in English-speaking areas is increasing across the country, that the trend is to begin such teaching in lower grades, and that the teaching of French on a conversational basis is being increasingly stressed. Conversely, a similar trend towards the teaching of English in French language areas is commended. The learning of an additional language or languages is valuable in itself. But from the point of view of manufacturers, language qualifications are important in the basic task of making their goods and selling them both at home and abroad.

18. Education, generally speaking, is, of course, a provincial

PERSONNEL TRAINING AND DEVELOPMENT

10. Among the more important problems facing manufacturers are those which relate to the selection, training and development of personnel. These exist universally throughout Canadian business. In some areas, these problems are complicated and accentuated by the fact of dual language, usually English and French. Improved methods of dealing with these problems are desirable in all areas and quite vital in dual language areas.

11. Industry has long recognized the immense value to be gained from employee training and has given practical effect to this view in many ways, both within industry itself and by continually pressing for the extension of educational facilities such as trade schools, polytechnical institutes, adult education programmes, universities and university extension courses. A great many members of the Association have been active in this field for a long period of time across Canada. The Association strongly endorses all such activities, including the provision of language training facilities in dual language areas.

12. Planned programmes for the development of the latent abilities of persons at all levels within the industrial framework are being widely applied in Canadian industry. Their value in dual language areas and the need for applying them with diligence and skill is self-evident, particularly in view of the desirability of employing to the full the human resources of the whole community.

13. The current and prospective rapid changes in the wide field of technology have greatly increased the need for improved personnel practices. The major educational changes evident across Canada resulting from rapid industrialization indicate growing recognition of the need for constant progress in basic education, technical and vocational

7. In order to study the highly important matters embodied in the terms of reference of the Royal Commission, the Association established a special committee drawn from all its six divisions across the country and composed of both English-speaking and French-speaking members. One-third of the committee is bilingual. The committee's discussions led it to the realization that frequent communication between men of many backgrounds brings about a friendly respect for each other and an understanding of the sincere desire on all sides to improve Canada. In a body representative as it is of different languages and outlook, it can be appreciated that there is and can be no unanimous agreement on how best to accomplish this but serious consideration has been given to every suggestion which has been made to it.

8. The Association has reached the conclusion that the principal subjects which manufacturers should discuss within the context of the Royal Commission's terms of reference are employment, the training and development of personnel and the costs of bilingualism in industry. Two other related subjects in which manufacturers, along with other segments of the population, have some knowledge and interest are communications and education. Not one of these matters stands apart by itself; all are interwoven.

9. Our interpretation of the terms bilingualism and biculturalism is that they mean co-existence. In turn, the very term co-existence is one that implies mutual understanding and this requires that each group should know about the other's heritage, way of life, process of thought and aspirations. The discerning co-operation of newspapers, magazines, radio and television is essential to bring this about. Communications are vital to the relations of people in industry and bilingualism in communications certainly is becoming more and more desirable and, we might add, accepted.

RACIAL CO-OPERATION

4. Throughout most of our history, French and English-speaking manufacturers and, indeed, those of other ethnic origins, have worked together within the Association in the interests of their industry and, in promoting the development and strengthening of the country's economy, have contributed greatly to national unity.

5. The owners of these companies which form the membership of the Association, and those that manage them, belong to or are descended from many ethnic groupings, but at no time in the Association's history has race or nationality ever been, or ever threatened to become, an issue. For this reason, the Association has never felt the need for a stated policy with respect to the various races which have contributed so much to Canada's progressive development and prosperity. Its traditional and current thinking, however, is that prejudices between ethnic groupings are abhorrent and that since Canadian unity is to be prized above all else, it must be preserved. From this it follows that the membership of the Association subscribes wholeheartedly to the belief in equality of opportunity without regard to race, religion or national origin.

6. Canadians can look with pride upon their achievements, both past and present. With fewer than 20 million people, Canada is the seventh largest manufacturing nation in the free world and sixth largest exporter. Our standard of living is both high and rising. We believe that this has been achieved as the result of co-operation between people of many races and languages. The geographical boundaries of our nation were set by political, and not economic criteria -- a vital point which must always be kept in mind. We are satisfied that further improvement in our strength and prosperity will be directly dependent on the degree to which we can remain together in close-knit unity.

750-516

The Canadian Manufacturers' Association

67 YONGE STREET, TORONTO 1, ONTARIO

October 29, 1964.

The Co-Chairmen, and Members,
The Royal Commission on Bilingualism
and Biculturalism,
Ottawa, Canada.

Dear Sirs:

PREAMBLE

1. The Canadian Manufacturers' Association is most appreciative of your invitation to make a submission to a Royal Commission charged with studying matters of such far-reaching significance to the people of Canada.

2. The Association is a non-profit, non-political organization of manufacturers founded in 1871 who are joined together to take action on their common problems. It is incorporated by an Act of Parliament of Canada to operate under the names of "The Canadian Manufacturers' Association" and "L'Association des manufacturiers canadiens". The use of this French title reflects the importance of Quebec industry and, in fact, the second largest component of our national membership, on a divisional basis, is the province of Quebec.

3. The Association has over 6,000 members who produce an estimated 75 percent of Canada's total manufacturing output and who are located in over 600 cities, towns and villages from the Atlantic to the Pacific. An interesting fact testifying to its representative character is that more than three-quarters of the Association's member firms employ less than 100 persons.

Submission

of

The Canadian Manufacturers' Association

to

The Royal Commission on Bilingualism and Biculturalism

October, 1964

750-516

PRIVATE MEETING WITH ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM
TORONTO, APRIL 1, 1965

C.M.A. DELEGATES:

MR. A. A. CUMMING	President, Union Carbide Canada Limited, Toronto, Ontario, and President, C.M.A.
MR. IRA G. NEEDLES	Life Member, C.M.A., and Chairman of the Board of Governors, University of Waterloo.
MR. STUART ARMOUR	Toronto, Ontario.
MR. R. J. BEACH	President, Beach Industries Limited, Smiths Falls, Ontario.
MR. P. M. de CHAZAL	Manager, Roxton Plant, The Stanley Works of Canada Limited, Roxton Pond, Quebec.
MR. E. H. EBERTS	Vice-President and Secretary, Aluminum Company of Canada Limited, Montreal, Quebec.
MR. R. A. ENGHOLM	President, The Macotta Co. of Canada, Limited, Rexdale, Ontario.
MR. GERARD GODIN	Vice-President and General Manager, Dominion Manufacturers Limited, Toronto, Ontario.
MR. R. J. GOYETTE	Director, Personnel Technical Services, Northern Electric Company Limited, Montreal, Quebec.
MR. W. B. MACKINNON	Assistant to the President, Imperial Oil Limited, Toronto, Ontario.
MR. O. J. McKEOUGH	Vice-President, Copp Clark Company Limited, Toronto, Ontario.
MR. R. M. ROBINSON	Vice-President and General Manager, Electronic Equipment and Tube Department, Canadian General Electric Company Limited, Toronto, Ontario.
MR. KERGAN WELLS	President, W. W. Wells, Limited, Scarborough, Ontario.
MR. J. C. WHITELAW	Executive Vice-President and General Manager, C.M.A.
MR. D. P. KEOGH	Manager, Public Relations Department, C.M.A.
MR. E. G. REBURN	General Secretary, C.M.A.

750-516

TITLE: Submission to the Royal Commission on Bilingualism and Biculturalism

AUTHOR: The Canadian Manufacturers' Association
Toronto, Ontario.

Brief of 10 English/French pages; 9 recommendations

REMARKS OF ANALYST: Although this brief breathes good-will, it is cast in broad terms which fail to describe any concrete activities by the CMA or its members. No programs in support of the Commission's objectives are described, nor does the brief describe the extent to which its recommendations re interviews, tests and training programs are or are likely to be implemented by industry. Its principal recommendation is designed to reduce the potential costs of such programs to industry by supporting these in some undefined way from the public purse. The other recommendations are either pious hopes or are to be implemented by public bodies.

ATT.: RESEARCH

- Check the claim that it is "well nigh" impossible to gather "meaningful" data re the cost of bilingualism to manufacturers. Para. 23 - page 7

- Check the extent to which personnel training and development programs, job selection and promotion interviews, tests and texts take cognizance of bilingualism in dual language areas. Paras. 10-15 - pages 4-5.

- What does the CMA mean by the claim that "a close working relationship with the educational authorities ... has been evolved" by manufacturing? - Paga. 14 - page 5

TABLE OF CONTENTS:

PREAMBLE Page 1

Founded in 1871 and incorporated by an Act of the Canadian Parliament, the Canadian Manufacturers' Association /L'Association des manufacturiers canadiens has over 6,000 members producing about 75% of the country's total manufacturing output. Three-quarters of the member-firms have fewer than 100 employees. Membership is located in over 600 localities, the Quebec division being the second largest component.

RACIAL COOPERATION Pages 2-3

With members drawn from many ethnic groupings "the Association has never felt the need for a stated policy with respect to the various races". Its rejects prejudice and "subscribes wholeheartedly to the belief in equality of opportunity without regard to race, religion or national origin". Canadian unity and prosperity are conditioned on inter-racial and linguistic cooperation.

The association's position vis-à-vis the Commission's terms of reference was prepared by "a special committee drawn from all of its six divisions ... and composed of both English-speaking and French-speaking members. One third of the committee is bilingual". The brief is concerned principally with "employment, the training and development of personnel and the costs of bilingualism in industry ... (as well as) ... communications and education".

Bilingualism and biculturalism are defined as "coexistence" implying "mutual understanding" of each "other's heritage, way of life, process of thought and aspirations".

PERSONNEL TRAINING AND DEVELOPMENT Pages 4-5

The dual language question complicates personnel selection, training and development problems "in some areas" of Canada. The value of "employee training" programs "both within industry itself" and through "the extension of educational facilities" at all levels is recognized by industry. "The Association strongly endorses all such activities, including the provision of language training facilities in dual language areas...". Training in the language of the trainee wherever practicable would aid ..." technological progress and the full employment of "the human resources of the whole community".

EDUCATION Pages 5-6

Various techniques are employed by industrialists to promote "a close working relationship with the educational authorities, especially at the secondary school and university levels ...". The Association endorses the expansion of French language teaching in English-speaking areas and English in French language areas as an aid "in the basic task of making ... goods and selling them both at home and abroad".

Reasonable uniformity in school curricula between provinces would facilitate social mobility and reduce "confusion to school age children" when families move from one community to another. A common history text acceptable to all 10 provinces would be "one of the greatest impetuses to Canadian unity" by promoting mutual understanding between the two founding races.

"In dual language areas interviews with prospective employees should be conducted, wherever practicable in either English or French as desired by the applicant". A similar principle is advocated re written texts and examinations. French versions of texts should take cognizance of the particularities of French culture.

BILINGUALISM AND COMMUNICATION Pages 6-7

The desirability of increased bilingualism in Canadian industry is recognized and programs to this end are endorsed.

COST OF BILINGUALISM Page 7

A CMA survey indicates that "reliable and meaningful figures on the additional cost of doing business in a bilingual milieu are well-nigh unobtainable". Such costs are not segregated and the expense involved in the face of widely varied conditions is unwarranted.

NATIONAL UNITY Pages 7-8

"Mutual understanding" rather than harmful "recriminations" is needed to maintain the improvements of the Canadian standard of living. Moderation is required in discussions concerning "the equality of the two founding races". Extremists and their arguments should be rejected by both groups as a threat to Canada. The mass media and public spokesmen should not unduly emphasize the "activities and utterances" of "a handful of unrepresentative dissidents".

SUMMARY Page 8

"There are no insuperable impediments to an increasingly close and harmonious relationship between the two founding races within the framework of one Canada".

The recommendations made may be summarized as follows:

- government aid for industry's training and development progress;
- universal teaching of the second language in English and French-speaking areas;
- uniformization of school curricula to facilitate mobility;
- A single written history of Canada;
- free choice of either language in employment interviews in dual language areas;
- Care in use of tests in personnel recruitment and development in dual language areas;
- promotion of bilingualism in industry;
- a sense of balance and responsibility by mass media in reporting activities of dissidents.

CONCLUSION Pages 9-10

The CMA claims that there is growing recognition of the French language by the business community and the public due in part to the activities of the Commission.

However, the brief closes with the hope that the unity sought "will be achieved by evolution rather than by legislation".

CONFIDENTIAL

BACKGROUND PAPERS

Brief #: 750-516

Canadian
Manufacturers
Association

TORONTO

Private Hearing

A. INFORMATION ON ORGANIZATION

1. MEMBERSHIP

6,000 firms located in 600 centres across Canada. More than 3/4 of these firms employ fewer than 100 persons. Membership produces 75 percent of Canada's total manufacturing output.

2. PURPOSE

a) Founded in 1871 as a non-profit, non-political organization of manufacturers "joined together to take action on their common problems."

b) Publication - "Canadian Business" - monthly

3. PREPARATION OF BRIEF

Special Committee
Mr. Ira Needles and Mr. Romeo Desjardins, Q.C.
Co-chairmen

Committee Members
R. J. Beach Pres. Beach Industries, Smith Falls
P. M. de Chazel, Vice-Pres. and Managing Director Stanley Works of Can. Ltd. Roxton Pond, P. Q.
A. A. Cumming, Pres. Union Carbide Ltd., Toronto, Ont.
H. W. Clarkson, Treas. Canadian John-Mansville Co. Ltd. Port Credit, Ont.
E. H. Eberts, Vice Pres. Aluminum Co. of Can. Montreal
Glendon Eddy, George Eddy Com. Bathurst, N. B.
R. J. Goyette, Director Personnel Technical Services, Dominion Manufacturers Ltd., Toronto, Ont.
W. Bruce Mackinnon, Ass't to Pres. Dominion Tar and Chemical, Montreal, P. Q.
Paul A. Quimet, Legal Counsel, Elron Ore Co. of Canada, Province of Quebec.
Kerigan Wells, Pres. W. W. Wells Ltd., Scarborough, Ont.
A. D'Amato, C.M.A.
W. D. H. Frechette, C.M.A.
C. Willis George, C.M.A.
E. G. Lebrun, C.M.A.
J. C. Whitelaw

B. QUESTIONING OF WITNESS(ES)

1. PROGRAMME & LIAISON SECTION

pp.5-6 para.17 a) Quels avantages concrets voyez-vous à la connaissance de plusieurs langues pour le milieu des manufacturiers?

p.6 para.18 b) Vous souhaitez une certaine uniformisation des programmes scolaires afin de faciliter les déplacements du personnel d'un coin à l'autre du pays. Combien de refus de promotion sont dûs à ce manque

d'uniformisation?

p.6 para.20 c) Croyez-vous qu'il soit réaliste de penser que la plupart des manufacturiers accepteraient de décentraliser leurs bureaux d'embauche afin de permettre aux candidats de remplir des formulaires dans leur langue?

p.6 para.21 d) Quel moyen aimeriez-vous préconiser afin de permettre aux candidats à l'emploi de passer les tests en français, puisque ceux-ci ne semblent pas être courants dans le moment?

p.7 paras.22-23 e) Vous mentionnez au paragraphe 22 que "le cout est peu élevé" pour permettre d'apprendre une langue seconde devrait permettre de placer cet objectif en priorité. Par ailleurs au paragraphe 23 vous déclarez qu'il est impossible d'estimer les coûts supplémentaires occasionnés par la conduite des affaires en milieu bilingue. Comment concilier ces deux déclarations.

C. RESEARCH SECTION

How much effort is C.M.A. directing at employees education and training in English? in French?

Does C.M.A. see training as primarily its own responsibility, or largely one to be borne by the governments. (Recomm.28b.)

SUPPLEMENT

Brief #: 750-516
Private Hearing

The Association

The Canadian Manufacturers Association is a non-profit, non-political organization of manufacturers, founded in 1871. It is incorporated by an Act of Parliament to operate under names of "The Canadian Manufacturers' Association" and l'Association des manufacturiers canadiens."

The Association has over 6.000 members, who produce an estimated 75 per cent of Canada's total manufacturing across the country.

Arrangements

The request for a private meeting came from the Association. Miss I. M. Varjassy, Research and Liaison Officer is responsible for the arrangements.

Miss Varjassy has met with the Association's Ottawa Representative, Mr. W. George before the invitations for the meeting were sent out to the Executive and members of the Committee on bilingualism and biculturalism of the Association. Another meeting is arranged for her in Toronto, on March 19th, with Mr. E. G. Reburn, General Secretary of the Association.

It is expected that between 10 and 15 members of the Executive and the Committee will attend the private meeting. A list of representatives attending the meeting, and some of the topics for disucssion, will be given to the Commissioners before the meeting.

Time of meeting: April 1st, 11 A.M.

Place: King Edward Hotel, Windsor Room.

Language: English

Reasons for the meeting:

The Canadian Manufacturers' Association has submitted its brief to the Commission, No. 750-516, but it does not wish to appear publicly before the Commission.

In the process of working on the brief, however, the Committee on bilingualism and biculturalism, chaired jointly by Mr. Ira Needles and M. Romeo Desjardins, felt that there is considerable material of interest on the subject which is not included in the brief but could be the basis for an interesting and beneficial discussion.

On March 6th, last year, the Co-Chairmen of the Commission, Co-Secretary, Mr. N. Morrison and some members of the staff had met with representatives of CMA in Ottawa. At this time, the main purpose of the meeting was to discuss how the Association might best be of assistance to the Commission's work, and to get direction for the preparation of their brief. This meeting was considered a successful private meeting, animated, frank and expressing the best will of the Association for co-operation.

SUPPLEMENT CONT'D

Brief #: 750-516

Interesting points of the brief #: 750-516

1/ Page 2. para. 6

"The geographical boundaries of our nation were set by political and not economic criteria..... a vital point which must always be kept in mind..."

2/ "..... Our interpretation of the terms bilingualism and biculturalism is that they mean co-existence..."

3/ Page 6. para. 18. Education.
"it is our hope that the provinces will rapidly progress in arranging school curricula which will be reasonably uniform so that, for example, a family move from one community to another will not cause the confusion to school age children which has so frequently occurred up to now ...."
How should the provinces progress in arranging this new curricula?

4/ National Unity
In the business world, what does national unity mean and the unity of the North American continent.

3-16-69

CONFIDENTIAL

BACKGROUND PAPERS

Brief #: 760-646
Canadian Mennonite
Association
WINNIPEG

A. INFORMATION ON ORGANIZATION

1. MEMBERSHIP

371

2. AIMS

An unincorporated cooperation which publishes the English-language weekly tabloid newspaper, The Canadian Mennonite in the interests of the 152,452 Mennonites in Canada.

Note on Canadian Mennonites:-

(from 1961 census) 19 separate racial origins, German and Dutch being in the majority. Official languages in the 450 Mennonite congregations in Canada include English, German, French and several German dialects.

B. QUESTIONING OF WITNESS(ES)

PROGRAMME AND LIAISON SECTION

page 1 para 3	Q.1	"....Official languages in the 450 Mennonite congregations in Canada include English, German, French, and several German dialects...."What meaning do you give to"official languages" in thi context?
page 2 para 3	Q.2	"....the two groups, which racially bear approximately the same relationship to each other as Negro and White in North America, sponsor a school and other programs together...." In the school, sponsored by both groups, what language or languages are used as language of instruction?
page 2 para 4	Q.3	"We believe that our humanity needs and can have a bond transcending blood, culture, citizenship, and flag." Can you outline in more detail what you have in mind, and in what way this Commission can be of use in "pursuing its announced goals"
page 3 para 2	Q.4	"...Bilingualism and biculturalism has our encouragement to the extent that it moves a society from a monocultural status to multilingualism and multiculuralism..."

a/ you consider an official bilingual and bicultural status of Canada a temporary condition; a period of a transition in the general progress of the society?

b/ what steps would you consider necessary and would encourage for this transition

1/ from a monocultural society to a bicultural,
2/ from a bicultural to a multicultural society?

page 3
para 4

Q.5 "These minorities can be and will be second to either French or English but now second to both." Could you define more clearly what you mean here? What status would the minorities have and what would be the consequences for them as regards minority rights, language instruction, etc?

September 10, 1965.

Canadian Library Association

Brief to the
Royal Commission on
Bilingualism and Biculturalism

Association canadienne des Bibliothèques

Mémoire à la
Commission Royale sur le
Bilingualisme et le Biculturalisme

In the East York Public Library the young reader is enjoying "Babar and Zephir" by Jean de Brunhoff in English translation.

Une petite fille regarde "Babar and Zephir" par Jean de Brunhoff (traduit du français en anglais) à la bibliothèque East York.

The World of Books

The world of books
Is the most remarkable creation of man.
Nothing else that he builds ever lasts.
Monuments fall;
Nations perish;
Civilizations grow old and die out;
And after an era of darkness,
New races build others.
But in the world of books are volumes
That have seen this happen again and again,
And yet live on,
Still young,
Still as fresh as the day they were written,
Still telling men's hearts
Of the hearts of men centuries dead.

Le monde des livres

Le monde des livres
Est la plus remarquable des créations de l'homme;
De ce qu'il construit, rien d'autre ne demeure;
Les monuments tombent,
Les nations périssent,
Les civilisations vieillissent et meurent,
Et après une ère d'obscurité,
De nouvelles races en élèvent d'autres;
Mais dans le monde des livres, il est des volumes
Qui ont vu maintes fois se reproduire ces phénomènes,
Et pourtant vivent encore,
Aussi jeunes,
Aussi frais que le jour où on les a écrits,
Et comme un lien à travers les siècles,
Parlant encore au coeur des hommes vivants
Du coeur des hommes qui ont vécu.

Poem is by Clarence Day. The French version is the work of Claude and Marie-Paule Aubry.

Canadian Library Association
63 SPARKS STREET OTTAWA, CANADA

Association Canadienne des Bibliothèques
63 RUE SPARKS OTTAWA, CANADA

December 12, 1964

The Royal Commission on
Bilingualism and Biculturalism,
Ottawa, Ontario.

Gentlemen,

The Canadian Library Association - Association canadienne des Bibliothèques wishes to express the appreciation of its officers and members for this opportunity to bring before the Royal Commission those concerns pertinent to library service in Canada under the terms of reference of the Commission (section 2, Order-in-Council 1963 -1106-)

> "to report on the role of public and private organizations, including the mass communications media, in promoting bilingualism, better cultural relations and a more widespread appreciation of the basically bicultural character of our country and of the subsequent contribution made by the other cultures; and to recommend what should be done to improve that role;"

The 2600 members of the Association on whose behalf this brief is presented include every type of library and library service and also library trustees, librarians and friends of libraries.

The need for the services of a Canadian Library Association was felt as early as 1900. Although by resolution it existed on paper in that year, actual organization was delayed until 1946. In the meanwhile provincial library associations were organized - Ontario (1901); British Columbia (1911); Quebec (1932); the Maritime Provinces (1935); Manitoba (1936); Saskatchewan (1940); Alberta (1944); and also specialized library associations - the Canadian Association of Children's Librarians (1932); Canadian Library Council Incorporated (1941); and l'Association canadienne des Bibliothèques Catholiques - now l'Association canadienne des Bibliothécaires de Langue française (1943).

The Canadian Library Council Incorporated, under French and English Canadian library leadership and with financial assistance from the Carnegie Corporation of New York and the Rockefeller Foundation, called a national organizational conference in 1946 to form the Canadian Library Association. These library pioneers, fully aware of the bilingual and bicultural library needs of Canada, chose a bilingual name for the Association, adopted a constitution in English and in French and organized a varied programme to benefit library services in English and in French and to assist German and Ukrainian library collections.

These pioneers faced a difficult task for although the last hundred years have witnessed many developments in library service throughout the provinces and territories, it is regrettably true even in 1964 that:-

(1) public library service to adults and children is not universal.

(2) school library service to the elementary and secondary grades seldom supports the curriculum adequately.

(3) a recent survey of the holdings of 14 university libraries in the humanities and social science collections shows that until the undergraduate curriculum receives more complete library support, graduate research collections should not be considered.

It is of the utmost importance to national welfare that library services be improved especially if libraries are to assist in promoting bilingualism, better cultural relations and a more widespread appreciation of the basically bicultural character of our country and of the subsequent contribution made by the other cultures.

This Brief deals in a practical fashion with those matters in which libraries may assist in the promotion of Canadian bilingualism and biculturalism, multilingualism and multiculturalism beginning immediately.

The text has been prepared by committees in Montreal and in Ottawa under the chairmanship of the president of the Association 1963-64, with comment from 106 commentators chosen for their knowledge of library affairs throughout the country and including the presidents of the provincial library associations and the past-presidents of CLA-ACB. The task of compiling a brief which has the support of its 2600 members from every part of Canada and serving every type of library has presented difficulties. Thus the first checking copy received 700 paragraph comments and the second checking copy, 101 paragraph comments. After the fourth checking copy had been circulated a mail vote indicated agreement in policy from the Association's Council. The brief was made final on October 17th at a meeting in Toronto attended by CLA-ACB Councillors from across Canada.

The Brief is prefaced by a list of terms with definitions agreed to after circulation to the commentators. In following the Royal Commission's instructions to be brief and to the point, the compilers may have omitted supplementary information which the Royal Commission may need for its Research Department. Appended, therefore, is a series of exhibits about library work in Canada and the work of this Association. If additional information is needed, the Association will be glad to provide it.

All of which is respectfully submitted,

Edmond Desrochers, S.J.

Edmond Desrochers, s.j.
President, 1963-64.

Canadian Library Association
63 Sparks Street Ottawa, Canada

Association Canadienne des Bibliothèques
63 Rue Sparks Ottawa, Canada

le 12 décembre, 1964

La Commission Royale sur le bilinguisme et
le biculturalisme,
Ottawa, Ontario.

Messieurs,

L'Association canadienne des Bibliothèques - Canadian Library Association - tient à vous dire combien son bureau de direction et ses membres apprécient le privilège de communiquer à la Commission Royale un rapport sur les services des bibliothèques canadiennes, selon les instructions de la Commission (section 2, arrêté ministériel 1963 -1106-)

> "de présenter un rapport sur le rôle des organisations publiques et privées - y compris les techniques de diffusion de la pensée - dans l'encouragement du bilinguisme, de meilleures relations culturelles et d'une appréciation plus générale du caractère fondamentalement biculturel de notre pays et de la contribution subséquente des autres cultures; et de recommander ce qui pourrait améliorer ce rôle;"

Les 2600 membres de l'Association au nom de qui nous présentons ce mémoire représentent tous les types de bibliothèque et de services de bibliothèque et aussi des administrateurs de bibliothèque, des bibliothécaires et des amis des bibliothèques.

On a senti le besoin d'une Association canadienne des bibliothèques dès 1900. Bien qu'une résolution fût passée par écrit cette année-là, l'organisation actuelle n'existe que depuis 1946. Entretemps, des associations provinciales furent organisées: Ontario (1901); Colombie britannique (1911); Québec (1932); les provinces maritimes (1935); Manitoba (1936); Saskatchewan (1940); Alberta (1944); et aussi des associations de bibliothèques spécialisées: l'Association canadienne des bibliothécaires pour enfants (1932); le Conseil des

bibliothèques canadiennes incorporé (1941); et l'Association canadienne des bibliothèques catholiques - maintenant l'Association canadienne des bibliothécaires de langue française (1943).

Le Conseil canadien des bibliothèques incorporé, sous les directives de bibliothécaires canadiens de langue française et anglaise et avec l'appui financier de la Corporation Carnegie de New York et de la Fondation Rockfeller, a organisé un congrès national en 1946, afin de fonder l'Association canadienne des bibliothèques. Ces pionniers, pleinement conscients du fait que le Canada avait besoin de bibliothèques bilingues et biculturelles, choisirent pour leur Association un nom bilingue, adoptèrent une constitution en anglais et en français et organisèrent un programme varié afin d'améliorer les services des bibliothèques bilingues et aussi les collections allemandes et ukrainiennes. La tâche de ces pionniers n'était pas une sinécure car malgré les développements des cent dernières années dans le domains des bibliothèques à travers le pays, il reste tristement vrai, même en 1964, que:

(1) le service des bibliothèques pour les adultes et pour les enfants n'est pas organisé partout.

(2) il est rare que le service des bibliothèques scolaires aux stades primaire et secondaire seconde efficacement le programme d'etudes.

(3) une enquête tenue récemment dans 14 bibliothèques universitaires sur leurs collections dans le domaine des humanités et des sciences sociales a démontré que, tant que le programme conduisant à un premier grade à l'université ne recevra pas un appui plus efficace de la part des bibliothèques, il est inutile de songer à l'établissement de collections de recherche pour les études conduisant à un grade supérieur.

Il est de la plus grande importance pour le bien-être de la population que les services des bibliothèques soient améliorés, surtout si celles-ci doivent aider à promouvoir le bilinguisme, de meilleures relations culturelles et une appréciation plus générale du caractère fondamentalement biculturel de notre pays et de la contribution subséquente qu'ont apportée les autres cultures.

Ce Mémoire tente d'expliquer de façon pratique comment les bibliothèques peuvent aider dès maintenant à promouvoir le bilinguisme et le biculturalisme canadiens, le pluralisme des langues et des cultures.

Le texte a été préparé par des comités à Montréal et à Ottawa, sous la direction du président de l'Association, 1963-64, et commenté par 106 personnes choisies pour leurs connaissances des problèmes des bibliothèques canadiennes, y compris les présidents des associations provinciales et les anciens présidents de l'ACB-CLA. La tâche de compiler pour une Association un mémoire ayant l'appui de ses 2600 membres répartis à travers tout le Canada et desservant tous les types de bibliothèque présentait certaines difficultés. Ainsi, la première rédaction a été gratifiéé de 700 paragraphes de commentaires et la seconde en a reçu 101. Après que la quatrième rédaction eut été mise en circulation, le Conseil de l'Association approuva par un vote postal, la politique qu'on y avait suivie. Le texte définitif du mémoire a été établi le 17 octobre, au cours d'une réunion à Toronto, à laquelle assistaient les membres du Conseil de l'ACB-CLA venus de toutes les parties du Canada.

Le Mémoire et précédé d'une liste de mots accompagnés d'une définition sur laquelle les commentateurs s'étaient mis d'accord. En suivant les instructions de la Commission Royale d'être brefs et de s'en tenir aux faits, les compilateurs ont pu omettre des renseignements utiles à la Commission dans

ses travaux de recherche. C'est pourquoi nous avons cru bon de joindre au présent mémoire une série de documents sur les bibliothèques canadiennes et les réalisations de cette Association. Si l'on a besoin de renseignements supplémentaires, l'Association se fera un plaisir de les fournir.

Le tout respectueusement soumis.

Edmond Desrochers, s.j.

Edmond Desrochers, s.j.,
Président, 1963-64.

DEFINITIONS

1. "Bilingualism" as used in this brief means:- "A knowledge of both English and French".

   Note: that this definition excludes all those English and French language Canadians who have a limited speaking vocabulary and little or no reading comprehension of the language.

2. The term "culture" is used to denote the complex of distinctive attainments, beliefs, traditions, etc. constituting the background of a racial or social group.

3. The term "biculturalism" denotes, within a country, the existence of two cultures. As a matter of history in Canada, biculturalism has its sources in the culture of France and in the culture of Great Britain.

4. The term "intercultural programme" denotes a continuing activity, carried on with appropriate resources and facilities for the purpose of extending knowledge about another culture in order to further understanding and appreciation.

5. "Multicultured" is the term used to describe a country in which there are many cultures having their sources in the cultures of other lands, or in the cultures of other peoples such as the Indians and Eskimos in Canada.

6. "Professional librarian" - a person qualified by the general education indicated by the possession of a Bachelor's degree from a recognized university and by a special education in the field of librarianship indicated by the possession of a degree in library science from a university Graduate Library School.

7. "Library"

   (a) This term in this brief refers only to professionally organized libraries.

   (b) A library is professionally organized when a professional librarian, on the basis of purposes defined for the library by its institutional authorities or Board of Trustees, selects and administers library resources in such a way as to meet those purposes adequately. Administration includes the recruitment and induction of suitable staff, the acquisition and processing of books and other material, and provision for the effective use of these resources in a library building or library quarters designed and equipped for the purpose.

   (c) The term library as used in this brief refers to a wide range of libraries including public, school, college and university, government and special libraries.

DEFINITIONS

1. Le mot "bilinguisme" tel qu'employé dans cet exposé signifie: la connaissance de l'anglais et du français.

   Notez: que cette définition exclut tous les Canadiens de langue anglaise et française qui n'ont, pour les besoins de la conversation, qu'un vocabulaire restreint ou qui ne peuvent lire couramment l'autre langue.

2. Le terme "culture" signifie l'ensemble des réalisations distinctives, croyances, traditions, etc. qui constituent le fonds commun d'une race ou d'une société.

3. Le terme "biculturalisme" signifie, à l'intérieur d'un pays, l'existence de deux cultures. C'est un fait historique qu'au Canada, le biculturalisme a eu pour origine la culture de la France et celle de la Grande Bretagne.

4. L'expression "programme interculturel" signifie une activité continue, menée à bien grâce à des ressources et à des conditions appropriées, activité dont l'objectif est de répandre des connaissances au sujet d'une autre culture et de promouvoir ainsi la compréhension et l'estime mutuelles.

5. "Pluralisme des cultures" se dit d'un pays où coexistent plusieurs cultures qui ont pris source dans les cultures d'autres pays ou encore dans celles d'autres peuples tels que les Esquimaux et les Indiens du Canada.

6. "Bibliothécaire professionnel": une personne qualifiée par sa culture générale attestée par un baccalauréat d'une université reconnue et par des connaissances spécialisées dans le domaine des bibliothèques, attestées par un baccalauréat en bibliothéconomie, reçu d'une université dotée d'une école de bibliothécaires.

7. "Bibliothèque".

   (a) Ce terme dans cet exposé se rapporte uniquement aux bibliothèques organisées sur un plan professionnel.

(b) Une bibliothèque est organisée sur un plan professionnel quand un bibliothécaire professionnel, s'appuyant sur les buts que les autorités de l'institution ou un comité d'administrateurs ont donné à la bibliothèque, sélectionne et administre les ressources de celle-ci de façon à remplir ces buts adéquatement. L'administration comprend le recrutement et l'entraînement d'un personnel qualifié, l'achat et le catalogage des volumes et des autres ressources, et l'utilisation d'un édifice ou de locaux dont le plan et l'équipement permettent la mise en oeuvre efficace de ces ressources.

(c) Le terme "bibliothèque" tel qu'employé dans cet exposeé comprend une grande variété de celles-ci, telles que les bibliothèques publiques, celles des écoles, collèges et universités, les bibliothèques spécialisées et celles du gouvernement.

Précis of the Brief to the Royal Commission on Bilingualism and Biculturalism from the Canadian Library Association - Association canadienne des Bibliothèques

The Canadian Library Association gives its moral support to the adoption and energetic development of an intercultural programme in libraries throughout Canada.

To further such a programme translations of Canadiana are needed.

The organization of a School of Translations in a Canadian university is advocated.

The Association states its conviction that since libraries deal with the dissemination of knowledge there should be no unnecessary language or cultural barrier of any sort in the selection of library materials and services, and in the appointment of staff.

The Brief makes four recommendations.

1. In order to establish intercultural programmes in libraries, it is recommended that Federal financial aid in the initial amount of $5 million be provided.

Résumé du Mémoire de l'Association canadienne des Bibliothèques - Canadian Library Association - à la Commission Royale sur le bilinguisme et le biculturalisme

L'Association canadienne des bibliothèques donne son appui moral à l'adoption et au développement énergique d'un programme interculturel dans les bibliothèques canadiennes.

Pour favoriser un tel programme, des traductions d'oeuvres canadiennes sont nécessaires.

Nous préconisons l'organisation d'une Ecole de traduction dans une université canadienne.

L'Association affirme sa conviction que, le but des bibliothèques étant de répandre les connaissances, les différences de langue et de culture ne devraient pas créer d'obstacles inutiles dans le choix du matériel et des services des bibliothèques, ni dans la nomination du personnel.

Le Mémoire fait quatre recommandations.

1. Afin d'établir des programmes interculturels dans les bibliothèques, on recommande que le gouvernement fédéral fournisse un appui financier initial de $5 millions de dollars.

2. In order to provide children, young people and adults with books in their own language which will introduce them to all aspects of Canadian literature and to the works of Canadian authors, it is recommended that the Canadian government make provision for a considerable increase in the amounts that Canada Council may provide for a programme of translations and of original works in two or more languages.

2. Afin de procurer aux enfants, aux adolescents et aux adultes des livres rédigés dans leur propre langue et qui leur feront découvrir tous les aspects de la littérature canadienne et les ouvrages des écrivains canadiens, on recommande que le gouvernement fédéral augmente de façon considérable les sommes mises à la disposition du Conseil des Arts pour des traductions et des ouvrages originaux en deux ou plusieurs langues.

3. In order to provide imaginative and trustworthy translations, it is recommended that a Canadian university be invited to establish a School of Translation with a Diploma for competence.

3. Afin de favoriser des traductions fidèles et vivantes, on recommande qu'une université canadienne soit invitée à établir une école de traduction qui donne un diplôme de compétence.

4. In order to ensure the high quality and continuing development of special and research libraries, among which are many government libraries, it is recommended that the selection of professional librarians should not be subject to any language requirement other than competence in the major language of the collection.

4. Afin que les bibliothèques de recherche et les bibliothèques spécialisées - parmi lesquelles plusieurs sont gouvernementales - soient hautement qualifiées et continuent à se développer, on recommande que le choix de leurs bibliothécaires professionnels ne subisse sur le plan linguistique qu'une exigence: la compétence dans la langue qui prédomine dans leurs collections.

BRIEF TO THE ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM
MEMOIRE A LA COMMISSION ROYALE SUR LE BILINGUISME ET LE BICULTURALISME

1. A library is a repository for man's greatest treasure - his cumulated knowledge about himself and his universe. Libraries foster spiritual freedom which is the birthright of every human being and the hallmark of a free society. Librarians are not only trustees of recorded knowledge but active agents for its dissemination and communication.

2. Libraries in Canada are governed by law. Academic libraries (school, college and university) are under the jurisdiction of their institutions and the governing regulations which have established these institutions. Special libraries (federal and provincial government, industry, professional associations, research bodies) are regulated by their particular department of government, their firms, profession or institution. Public libraries are governed by the library acts of the provincial and territorial legislatures. The first library legislation in Canada was passed on August 30, 1851, by the Baldwin-Lafontaine administration of the United Provinces of Canada.

1. Une bibliothèque est un dépôt du plus grand trésor de l'homme - les connaissances qu'il a acquises sur lui-même et son univers. Les bibliothèques encouragent la liberté d'esprit qui appartient, par droit de naissance, à tout être humain et est la marque distinctive d'une société libre. Les bibliothécaires ne sont pas seulement les fiduciaires du savoir consigné sous différentes formes, mais des agents actifs chargés de le communiquer et de le répandre.

2. Les bibliothèques canadiennes sont régies par la loi. Les bibliothèques académiques (d'école, de collège et d'université) sont sous la juridiction de leurs institutions et soumises aux règlements qui gouvernent ces institutions depuis leur fondation. Les bibliothèques spécialisées (celles des gouvernements fédéral et provinciaux, bibliothèques d'industries, d'associations professionnelles, d'instituts de recherche) sont régies par les ministères, firmes, professions ou instituts dont elles dépendent. Les bibliothèques publiques sont régies par les lois sur les bibliothèques des législatures provinciales et territoriales. Au Canada, la première législation des bibliothèques a été votée le 30 août 1851 par le gouvernement Baldwin-Lafontaine qui présidait aux destinées des provinces unies du Canada. Elle était intitulée: "Une loi qui pourvoit à l'incorporation et à la

It was entitled "an Act to provide for the incorporation and better management of library associations and Mechanics' Institutes". A reading of this Act and an examination of the acts included in "Canadian Public Library Laws", (1960), exemplifies the progress made and changes developed in public library service in the last century.

3. Whereas at the time of Confederation library legislation was for a corporation with members holding shares, today's legislation provides for free public libraries active in the educational and informational life of the country. While in 1857 the public library was a limited association, today's legislation provides for its organization municipally, regionally or in metropolitan units to serve hundreds of thousands of population and may cover thousands of square miles. Whereas in 1867 the librarian was trained as an interne in the school of experience and good intentions, today the librarian holds at least two university degrees (one a graduate degree in library science) and has been disciplined in library techniques and book selection

meilleure administration des bibliothèques d'associations, ainsi qu'à celles des Instituts de Méchanique". A lire cette Loi et à étudier ensuite les lois incluses dans "Canadian Public Library Laws" (1960) on se rend compte des progrès accomplis et de l'évolution des services des bibliothèques publiques au cours du dernier siècle.

3. Alors que, à l'époque de la Confédération, la législation sur les bibliothèques ne concernait que des corporations composées d'actionnaires, la législation actuelle prévoit l'établissement de bibliothèques publiques gratuites, participant à la vie du pays sur le plan de l'éducation comme sur celui de l'information. Tandis qu'en 1867 la bibliothèque publique était une association restreinte, de nos jours la législation prévoit son organisation à l'échelle municipale et régionale; dans les centres métropolitains, elle lui permet même de desservir une population de centaines de milliers de personnes et de couvrir milliers de milles carrés. Alors que le bibliothécaire de 1867 recevait sa formation à l'école de l'expérience et des bonnes intentions, le bibliothécaire d'aujourd'hui détient au moins deux grades universitaires (dont un baccalauréat en bibliothéconomie) et

to serve the particular needs of public, college, university, school and special libraries.

s'est familiarisé avec les techniques de la profession et le choix des livres, afin de répondre aux besoins particuliers des bibliothèques des collèges, écoles et universités, comme à ceux des bibliothèques publiques ou spécialisées.

4. Within the Canadian Library Association - Association canadienne des Bibliothèques there is agreement regarding the importance of furthering the bilingual and bicultural inheritance of Canada and the multilingual and multicultural inheritances where these exist. There has been national discussion as to how libraries may best assist in instituting a programme towards this end. The solution advocated is the organization throughout Canada of intercultural relations programmes for children, young people and adults.

4. Au sein de l'Association canadienne des Bibliothèques - Canadian Library Association, nous sommes d'accord sur l'importance de cultiver le double patrimoine linguistique et culturel du Canada, ainsi que celui du pluralisme des cultures et des langues, partout où il existe. Dans le pays tout entier, les bibliothécaires ont discuté de la façon dont ils pourraient le plus efficacement contribuer à la réalisation d'un tel objectif. On a préconisé comme solution l'organisation à travers tout le Canada de programmes de relations interculturelles pour les enfants, les adolescents et les adultes.

A Dynamic Intercultural Programme

5. At the present time Canada is far behind the nations of the world with universal public library service such as is given in the United Kingdom and in Scandinavia. This Association is convinced that adequate communication between the different peoples of Canada is essential to bring about mutual

Un programme interculturel dynamique

5. A l'heure actuelle, le Canada est très en retard sur les nations dotées d'un service de bibliothèques publiques intégral, tels ceux du Royaume Uni et de la Scandinavie. Ci-joints les rapports statistiques et les enquêtes les plus récents sur la situation des bibliothèques canadiennes. Notre Association est convaincue que pour arriver à une connaissance et à une compré-

knowledge and understanding. Libraries are an important means of communication and play a vital role in improving intercultural relations by fostering mutual understanding and appreciation. The limited financial resources of all libraries tend to restrict the choice of books and services to one language. Libraries which undertake a dynamic intercultural programme, and which are ready to enlarge their library resources in order to perform such a role adequately, must have considerably increased financial support. Our Association gives its moral support to the adoption and energetic development of a dynamic intercultural programme in libraries throughout Canada. Such a programme to be effective must have so substantial an amount of additional funds that only the Federal Government could provide adequate assistance.

hension mutuelles, il est essentiel que les différents peuples qui forment le Canada puissent communiquer adéquatement entre elles. Les bibliothèques constituent un lien important et jouent un rôle vital dans l'amélioration des relations interculturelles en favorisant la compréhension et l'appréciation mutuelles. Toutefois, le budget limité de toutes les bibliothèques tend à restreindre le choix des livres et les services à une seule langue. Les bibliothèques qui entreprennent un programme interculturel dynamique et qui sont prêtes à développer leurs ressources afin de remplir un tel rôle adéquatement doivent recevoir un support financier considérablement accru. Notre Association fournit son support moral à l'adoption et au développement énergique d'un programme interculturel des bibliothèques canadiennes. Pour être efficace, ce programme doit compter sur une augmentation si substantielle de leur budget que seul le gouvernement fédéral serait en mesure de leur fournir un appui adéquat.

Intercultural programme for Boys and Girls and Young People

6. It is recognized that for juvenile bilingual and bicultural education, the libraries of schools and the boys and girls divisions of public libraries, can assist the acquisition of a second language and the comprehension of a second culture. For instance picture books in two languages

Programme interculturel pour garçonnets, fillettes et adolescents

6. C'est un fait reconnu que dans l'éducation bilingue et biculturelle de la jeunesse, les bibliothèques scolaires et les succursales pour enfants des bibliothèques publiques peuvent contribuer à l'acquisition d'une seconde langue et à l'appréciation d'une seconde culture. Par exemple, des livres illustrés en deux langues pour les

for the youngest readers have appeared in Europe and could be developed in Canada. An outstanding example is the work of Italian Antonio Fransconi whose book "The House that Jack Built" - "La Maison que Jacques a bâti" is attached as an appendix. With our population of only 20 million the sales of Canadian picture books in bilingual editions will undoubtedly be limited. Therefore, it is of vital importance that government grants-in-aid become available to promote the experimentation of Canadian artists, translators, writers and publishers for this new area of bilingual book production. Besides bilingual picture books the young child should be introduced to language teaching gramophone records, take part in French and English rhymed singing and thus acquire a bilingual and bicultural background in an effortless and pleasant manner as part of this proposed intercultural library programme.

As the child grows older and reaches the age group of 8-12 years, his experience in the second language should have become such that he can now enjoy books, magazines and newspapers

enfants ont été publiés en Europe et l'on pourrait répéter cette expérience au Canada. L'ouvrage de l'Italien Antonio Fransconi "La maison que Jacques a bâtie" - "The house that Jack built" - dont nous joignons un exemplaire au présent mémoire - est un modèle frappant de ce qu'on a réalisé ailleurs. Avec notre population de seulement 20 millions, la vente de volumes canadiens illustrés, édités en deux langues sera forcément limitée. C'est pourquoi il est d'une importance vitale que des subventions gouvernementales soutiennent la publication de tels ouvrages, afin qu'artistes, traducteurs, écrivains et éditeurs canadiens puissent expérimenter ce nouveau champ ouvert à l'édition. En plus de livres illustrés bilingues, on devrait rendre accessibles à l'enfant en bas âge des disques d'enseignement des langues, le faire participer à des séances de chant en anglais et en français. Il acquerrait ainsi de façon agréable et facile des rudiments de l'autre langue et de l'autre culture: ce qui est l'un des objectifs que se proposent les bibliothèques avec leur programme interculturel.

Quand l'enfant atteint l'âge de 8 à 12 ans, il devrait avoir acquis avec la seconde langue une familiarité qui lui permettrait désormais de goûter livres,

in his range of interest in both English and French. Thus he will realize that the second language is a means of daily communication and not a tedious lesson in irregular verbs.

To young people aged 13-18, with an awakened intellectual curiosity, book collections and gramophone records would present the best thought in both English and French and in any other language pertinent to the particular reader's needs.

Such an intercultural programme does not exist in our present libraries. However, it could be instituted given funds for:

(1) the purchase of suitable book and gramophone collections,

(2) the employment of librarians trained in intercultural techniques, and

(3) an imaginative programme of intercultural publishing under dynamic leadership.

Intercultural Programme for Adults

7. In planning an intercultural library programme the needs of today's adults must be included. For many of those who have a knowledge of French or English but not of both languages, bilingualism (previously defined as a knowledge of

revues et journaux appropriés à son âge aussi bien dans une langue que dans l'autre. Il se rendra ainsi compte que le second langage est un moyen de communication quotidienne et non pas une leçon ennuyeuse de verbes irréguliers.

Aux adolescents de 13 à 18 ans dont la curiosité intellectuelle s'est éveillée, les collections de livres et de disques offriraient le meilleur de la production littéraire en anglais et en français, ainsi qu'en toute autre langue répondant aux besoins particuliers d'un groupe de lecteurs.

Un tel programme n'est pas en vigueur dans nos bibliothèques à l'heure actuelle. Cependant, il pourrait être appliqué à condition que des fonds soient donnés pour:

(1) l'achat de collections de livres et de disques appropriés,

(2) l'emploi de bibliothécaires ayant l'expérience des techniques interculturelles,

(3) un programme de publications interculturelles sous une direction dynamique.

Programme interculturel pour adultes

7. Dans l'organisation d'un programme interculturel, les bibliothèques doivent prendre en considération les besoins des adultes d'aujourd'hui. Pour beaucoup de ceux qui savent soit le français, soit l'anglais, mais ne possèdent pas les deux langues, le bilinguisme (défini précédem-

French and English) is an academic question for one or more of the following reasons:

a) they have no daily use for another language;

b) they have no native ability for acquiring another language;

c) there is a limited supply of competent language teachers;

d) the community may have either English or French as one language, its second language being, not the other predominant language of Canada, but rather German, Ukrainian, Micmac, Gaelic, Cree, Italian, Chinese or Yiddish, to mention but a sampling of Canadian tongues.

For these unilingual Canadians it is of primary importance that the bicultural and multicultural inheritance in books and songs be made available through trustworthy and imaginative translations.

For linguistically advanced adults the intercultural programme would enrich the basic collection prepared for the young people and would follow the particular book selection policies of the library.

Intercultural programme in Academic Libraries

8. It is recognized that academic libraries in elementary and secondary schools, colleges and universities reflect the curriculum set by the governing body. The inclu-

ment comme la connaissance du français et de l'anglais) est un problème académique pour l'une ou plusieurs des raisons suivantes:

a) ils n'ont pas l'occasion d'utiliser l'autre langue dans la vie de tous les jours;

b) ils n'ont aucune disposition pour l'étude d'une autre langue;

c) il y a pénurie de professeurs compétents;

d) la langue courante de la communauté est soit l'anglais, soit le français, mais la langue seconde est non pas l'autre langue prédominante du Canada, mais plutôt l'allemand, l'ukrainien, le micmac, le gaélique, le cris, l'italien, le chinois ou le judéo-allemand (Yiddish) pour ne mentionner que quelques-unes des langues parlées au Canada.

A tous ces Canadiens qui ne parlent qu'une langue, il est de première importance que le patrimoine biculturel et multiculturel devienne accessible grâce à des traductions fidèles et vivantes.

A l'intention des adultes déjà avancés sur le plan linguistique, le programme interculturel enrichirait la collection de base montée pour les adolescents et suivrait la politique de choix des livres déterminée par la bibliothèque.

Programme interculturel des bibliothèques académiques

8. Il est reconnu que les bibliothèques académiques dans les écoles primaires et secondaires, dans les collèges et les universités reflètent le programme d'études établi par les autorités. L'acquisition

sion of language teaching aids (other than dictionaries, grammars, and word books) and of works of reference, fiction and non fiction in languages not provided for by the curriculum, is a policy decision over which library committees and librarians have little or no control as long as the budgets of academic libraries continue to be as restricted as they are at present. Certain Canadian academic libraries, especially at the university library level, however, have outstanding collections in the literatures and cultures of Canada which could, and on occasion do, enrich curriculum studies. The majority though are not in this preferred position and need to have their bilingual and bicultural collections strengthened.

de matériel d'enseignement des langues (autre que les dictionnaires, grammaires et livres de vocabulaire) et d'ouvrages de consultation et d'imagination se fait d'après des normes que les comités des bibliothèques et les bibliothécaires ne pourront guère influencer tant que les budgets des bibliothèques resteront aussi limités qu'ils le sont actuellement. Cependant, certaines bibliothèques académiques canadiennes, surtout au niveau universitaire, possèdent d'importantes collections d'ouvrages canadiens ou écrits sur le Canada qui pourraient contribuer et de fait, contribuent parfois à l'enrichissement des programmes d'études. Ajoutons que la plupart ne jouissent pas de cette situation privilégiée et que leurs collections rédigées dans les deux langues et renseignant sur nos deux cultures ont besoin d'être améliorées et complétées.

Intercultural programme in Special Libraries

9. It is recognized that for research, special and government libraries, subject matter in line with the purpose of the research (nuclear warfare, life insurance, forestry, industrial hygiene, economics and banking, meterology, art, music, agriculture, etc.) is of prime importance no matter what language is

Programme interculturel des bibliothèques spécialisées

9. Il est entendu que pour les bibliothèques de recherche, les bibliothèques spécialisées et gouvernementales, le sujet qui constitue le but même de la recherche (guerre nucléaire, assurance-vie, forêts, hygiene industrielle, économie et opérations bancaires, météorologie, art, musique, agriculture, etc.) est d'importance primordiale,

used in the work of reference. In short, language does not enter into the selection of these contributions to knowledge. If the special library considers the contribution sufficiently important, translation services are provided. It is unlikely that these collections of special knowledge need an intercultural programme.

quelle que soit la langue utilisée dans le travail de recherche. Bref, la langue n'est pas un critère dans le choix des ouvrages qui contribuent au savoir. Si la bibliothèque spécialisée considère l'apport de ces ouvrages assez important, elle requiert les services d'un traducteur. Il est peu probable que de telles collections nécessitent un programme interculturel.

The Need for Translations

10. Biculturalism in a library manifests itself either as a collection in two languages and representing two cultures in some depth or as a collection representing one language and at the same time providing the translated works of the authors of another linguistic and cultural group. In many instances general access to an unfamiliar culture is best provided in the familiar language in translation. Both biculturalism and intercultural relations in Canada depend in a large measure on an adequate programme of translation. Our Association recognizes that there are some talented translators in Canada, but the small number of translations published is evidence that the market for them offers too little inducement either to translators or to publishers. Extra inducement in the form of Federal Government subsidies

La nécessité des traductions

10. Le biculturalisme d'une bibliothèque se manifeste soit par une collection bilingue et représentative jusqu'à un certain point de deux cultures, soit par une collection en une seule langue, mais qui contient des traductions des ouvrages des écrivains d'un autre groupe linguistique et culturel. Dans bien des cas, le meilleur moyen d'accéder à une culture peu familière est de traduire celle-ci dans la langue familière. Au Canada, le biculturalisme et les relations interculturelles dépendent en grande partie d'un programme adéquat de traduction. Notre Association reconnaît qu'il y a au pays plusieurs traducteurs habiles, mais le nombre restreint de traductions publiées rend évident le fait que le marché offre peu de stimulant aux traducteurs comme aux éditeurs. Les uns et les autres devraient recevoir plus d'encouragement,

or prizes should be offered. There should be Federal Government encouragement of the organization of a School of Translation in a Canadian University.

grâce à des subsides du gouvernement fédéral ou à des prix. Le gouvernement fédéral devrait favoriser aussi l'organisation d'une école de traduction dans une université canadienne.

Selection of Library Material, Services and Staff

11. It is the conviction of this Association that since libraries deal with the dissemination of knowledge there should be no unnecessary language or cultural barrier of any sort in the selection of library materials and services and in the appointment of staff. A professional librarian in Canada should be competent first of all in the principal language of his library collection and library service to be rendered. In the sections of Canada where public and academic bilingual library service is desireable, professional librarians should have a working knowledge of the predominant languages and cultures of the community to be served. In special libraries, competent performance requires that priority be given to the appointment of librarians professionally trained in accredited library schools; and it may also require a reading knowledge of several languages important in the subject field.

Choix du personnel, des services et du matériel dans les bibliothèques

11. Notre Association est persuadée que le rôle des bibliothèques étant de répandre le savoir, les différences de langue ou de culture ne devraient élever aucune barrière dans le choix du matériel et des services d'une bibliothèque, ni dans celui du personnel. Au Canada, un bibliothécaire professionnel doit tout d'abord bien connaître la langue qui prédomine dans la collection de sa bibliothèque et dans les services qu'elle rend à ses abonnés. Dans les régions canadiennes où des bibliothèques publiques et académiques bilingues sont souhaitables, les bibliothécaires professionnels doivent avoir une connaissance pratique des deux langues et cultures de la communauté à desservir. Les bibliothèques spécialisées requièrent, pour que leur rôle soit rempli efficacement, la nomination de bibliothécaires ayant reçu un entraînement professionnel dans une école de bibliothéconomie accréditée; elles peuvent aussi requérir que le personnel soit en mesure le lire couramment plusieurs langues importantes par rapport au sujet qui constitue le centre d'intérêt de ces bibliothèques.

Recommendations

12. In order to establish intercultural programmes in libraries, it is recommended that Federal financial aid in the initial amount of $5 million be provided.

13. In order to provide children, young people and adults with books in their own language which will introduce them to all aspects of Canadian literature and to the works of Canadian authors, it is recommended that the Canadian government make provision for a considerable increase in the amounts that Canada Council may provide for a programme of translations and of original works in two or more languages.

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All of which is respectfully submitted,
Le tout respectueusement soumis,

Edmond Desrochers, S.J.

Rev. Edmond Desrochers, s.j.,
President, CLA-ACB 1963-64.

December 12, 1964

12 décembre, 1964

CANADIAN LIBRARY ASSOCIATION

ASSOCIATION CANADIENNE DES BIBLIOTHEQUES

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Adult Services - Service pour adultes, Mr. John Parkhill, Public Library, Toronto, Ont.; Canadian Association of Children's Librarians - Association canadienne des Bibliothécaires pour Enfants, Miss Shirley Ellison, Public Library, New Westminster, B.C.; Canadian Association of College & University Libraries - Association canadienne des Bibliothèques de Collège et d'Université, Mrs. Doris E. Lewis, University of Waterloo Library, Waterloo, Ont.; Canadian Library Trustees' Association - Association canadienne des Administrateurs de Bibliothèques, Magistrate Nathan Green, Public Library Board, Halifax, N.S.; Canadian Music Library Association - Association canadienne des Bibliothèques Musicales, Mrs. Ogreta McNeill, Music Library, Toronto, Ont.; Canadian School Library Association - Association canadienne des Bibliothèques Scolaires, Miss Mona Eagley, Cedarbrae Secondary School, 550 Markham Road, Scarborough, Ont.; Cataloguing - Section du Catalogue, Mrs. Mildred F. Linton, University of Toronto Library, Cataloguing Department, McCaul Unit, Toronto 5, Ont.; Reference - Section du Reference, Miss Heather-Belle Singer, Public Library, Edmonton, Alta.; Research Libraries - Section des Bibliothèques de Recherche, Mr. Peter Steckl, University of Toronto Library, Toronto 5, Ont.; Young People's - Section des Jeunes, Mrs. Irma McDonough, Bloor & Gladstone Branch, Public Library, Toronto, Ont.

Canadian Library Association

OTTAWA

A. INFORMATION ON ORGANIZATION

1. FOUNDATION - In 1946, under French and English Canadian Library leadership with financial assistance from the Carnegie Corporation of New York and the Rockefeller Foundation.

2. MEMBERSHIP

a) 2,600 members

b) including all types of libraries, library services, library trustees, librarians, and friends of libraries.

c) President - Father Desrochers.

3. PURPOSES

a) Development of National Library services.

b) Maintaining standards of library service. (accreditation of Library Schools)

c) Professional welfare of librarians.

d) Liaison with bodies that have mutual interests.

e) Promotion of Young Canada Book Week.

4. PREPARATION OF THE BRIEF

a) Committees set up in Montreal and Ottawa under Chairmanship of the President of the CLA (Father Desrochers who signed the brief) with comment from 106 commentators across Canada chosen for their knowledge of library affairs. They included the presidents of the provincial library associations and past presidents of the CLA & ACB (Association canadienne des Bibliothécaires de Langue française.)

b) The first draft copy of the brief sent out received 700 paragraph comments and the second draft 101 comments.

c) After the fourth draft was circulated a mail vote indicated agreement in policy from the CLA Council.

d) The brief was made final on October 17, 1964 at a meeting in Toronto attended by CLA & ACB Councillors from across Canada.

B. RESEARCH COMMENTS

Prof. K. McRAE

(1) Why does this Brief say nothing about academic or scholarly libraries?

(2) About the poverty of these (supra) in all languages other than English and/or French?

C. QUESTIONING OF WITNESS(ES)

1. RESEARCH SECTION

See B. above

2. PROGRAM AND LIAISON READERS

p.1 (introduction) mid page	(1)	What proportion of libraries serving predominantly French-speaking communities are members of the C.L.A.?
p.3 line 5 (see also last line on p. 1)	(2)	We gather that the past presidents of the Association canadienne des bibliothécaires de langue française were consulted in the preparation of this brief. Would you tell us please what is the connection between the C.L.A. and the A.C.B.?
pp.3-8 and Recom. 1	(3)	Has the C.L.A. drawn up a list of basic materials necessary for setting up an intercultural program in libraries?
	(4)	a) Has the C.L.A. given any consideration to developing a system of inter-library loans of material suitable for intercultural programs between libraries in the English-speaking and French-speaking sections of Canada?. b) Alternatively, would it not be possible to establish a travelling collection of suitable material to promote bilingualism and biculturalism.
p.11 para. 12	(5)	You recommend that Federal financial aid in the initial amount of $5 million be provided to establish intercultural programmes in libraries. Could you tell us please how you arrived at this particular figure and how you see the amount apportioned? Who would administer such a grant of money?
p.11 para.14 p.9	(6)	One of your recommendations is that a school of translation in a Canadian University be established. There is an Institute of Translation at the Université of Montréal. Do you envisage another institute of this type at an English-speaking university? Or, if not, what sort of school are you recommending? at what level? (part of BA programmes or post-graduate?)

(7) Several briefs have mentioned the low salaries paid for translators. Do you see this fact as an impediment in the way of attracting more people to this field even if such a school was set up? How do you see more young people being attracted to translation work?

p.10-11 para.15

(8) Clarification on your fourth recommendation regarding special and research libraries which states in part "the selection of professional librarians should not be subject to any language requirement other than competence in the major language of the collection". In making this recommendation were you aware of instances where an additional language requirement was necessary for the selection of a librarian - and (depending on answer) what effect do you feel this has had on the quality of library staff.

p.6 para. 3 (2)

(9) You state that intercultural library programmes could be instituted given funds for "the employment of librarians trained in intercultural techniques". Has the C.L.A. in mind the establishment of courses in intercultural techniques at the various library schools. If so, what might such a course consist of?

p.11 paras. 12, 13, 14

(10) What kind of priority do you set for your first three proposals?

(RESEARCH)

(11) Do the librarians consider Canadian library holdings in the second language adequate? Do they notice any change in the English-speaking demand for French books 1962-1964? French-Canadian books? Translated?

(12) Are book purchase funds in most libraries adequate? Could most libraries catalogue and house more books than they are now able to buy?

(13) Is there a need for improvement of school library facilities, their number and quality? (This is part of the argument for "intercultural programmes" belonging more directly to the education system).

(14) Has a breakthrough been made in the number of students in Library Schools vis à vis the demand for graduates?

(15) Why do they not propose that a library school be established to offer bilingual library training? (Instead they propose a School of Translation, so that ultimately more books can be translated for use in the "intercultural programme").

(16) Would they like to say anything about the role of the National Library?

12-2-65

. RESEARCH SECTION: SUPPLEMENT

1. COMMENTS

(1) This brief is concerned chiefly with public library services; its authors have chosen to put all their eggs in one basket, viz. "intercultural programmes".

(2) The emphasis on the "active agent" function of the Library, rather than its "trustee" function should probably be questioned, as should some omissions (see below) about present inadequacies on the "trustee" side of Canadian library services which one might expect to be pointed out to this Commission.

(3) Surely the demand that a library provide books and book services (librarians, book mobiles) is prior to the need for a "program"; yet if individuals and groups with an "intercultural programme" of their own converged in our Canadian libraries, would this find present holdings adequate? (The answer is no). And if libraries don't have primary research materials, who does?

(4) Our argument is not intended to be a negative one against what is positively advocated in the C.L.A. brief but rather that the biculturalism most needed is one which once inspired in Canadian society generally will send people to libraries looking for French and/or English books (and bilingual librarians), and not a program offered to those inside the library building in an encounter with a librarian trained in intercultural techniques.

2. NOTES

(1) The C.L.A. will send us some figures (early in February, 50 copies to Mr. Morrison for the briefs, 5 to Prof. McRae for Research) prepared by H.C. Campbell, Toronto Public Library which will make it clear how the $5 million (initial) figure is arrived at.

If these additional materials from the C.L.A. do not adequately explain the $5 million program further questions might be asked. How much of this represents book purchases, how much new staff (bilingual?) and the training costs thereof? Presumably the libraries would provide the structural facilities with federal money sought to finance the new services. Would they say more about the nature of services offered in "intercultural" programming? Is there a particular model - in another country or institution - for this service?

(This should make it clear whether some sort of biculturalism without bilingualism is what the authors have in mind).

(2) Federal funds are requested for enlarging library resources; book purchases are not mentioned directly. How do they account for the general paucity of French Canadian titles in English Canadian public libraries? (I am not yet able to say whether the reverse English-French situation is the same).

If it is simple shortage of funds - in other words, a question of priorities - why not change book acquisition policies? Why not request help in developing the second language collection, as an indispensable first step?

If it is lack of trained ordering staff, which is a deterrent to ordering books from French-Canadian sources - a trifling, but not unimportant factor - this might have been mentioned. Why not request help in paying the salaries of new bilingual staff?

Librarians often cite "lack of demand" here, as the reason why some titles are absent. Demand being low, they argue, librarians cannot justify expense here (priorities) and so look to government. Yet because they know that mere acquisition of books in the second language will not create demand, they propose "intercultural programmes", and that it be all one with book acquisition plans. In this they recognize a duty of the library to educate - and this may explain the emphasis of the brief.

3. CONCLUSIONS

(1) On library holdings in other than the major language, nothing is said of the general poverty (quantity, and, mostly, quality).

(2) On library holdings generally, it is not said whether funds for book purchases are inadequate or whether housing new books is more the problem.

(3) On library services, nothing is said of the heavy demands made on public libraries by schoolchildren on "research" assignments.

(4) On library staff, nothing is said of the shortage (already acute) of professionally trained librarians.

(5) On bilingual services, it is not argued that bilingual staff (ordering, reference, reader's advisors) are a prime requisite. (Instead it is argued that bilingualism not be a requirement for professional staff and the reason given is not the shortage of qualified staff, but that "competence" is more important.)

Appendix XIII

STATEMENT

OF THE

SCOPE AND COST

OF THE

LANGUAGE AND LITERATURE CENTRE

OF THE

TORONTO PUBLIC LIBRARY

Note: This is included as an example of a type of intercultural and interlingual development which the Canadian Library Association - Association canadienne des Bibliothèques would like to see promoted in every part of Canada. If other examples, with costs, can be obtained, these will be filed with the Royal Commission later.

STATEMENT OF THE SCOPE AND COST OF THE LANGUAGES AND LITERATURE CENTRE OF THE TORONTO PUBLIC LIBRARIES

Introduction

The Languages and Literature Centre of the Toronto Public Library system is a part of the resources of the Central Library in Toronto and is housed in the Parkdale Branch, 1303 Queen Street West. The Centre serves as the focus for work done in languages other than English. As part of the Central Library, it is supported by contributions from the Metropolitan Council for the reference work which it carries out. Although the Centre is a focal point of the system, books in languages other than English are to be found in all of the Branches of the Toronto Public Library and deposit collections from the Centre are in other public libraries in the Hamilton area, as well as outside of Metropolitan Toronto. The Centre is quite concerned to develop the use of books in languages other than English and works directly with the library staffs of public libraries in the Metropolitan area.

Extent of Collection

The Languages and Literature book stock of the Toronto Public Library System, representing some 60 languages and including books in French from French Canada, is increasing steadily each year.

Central and Branches	Central Subject Sections	Total
1960 - 23,683	6,500 -	30,183
1961 - 26,585	8,500 -	35,085
1962 - 31,840	9,500 -	41,340
1963 - 35,357	10,500 -	45,857

Holdings of Branches in Major Languages

At the present time the approximate holdings in major languages at the Centre and the Branches of the Toronto Public Library are as follows:

French -	10,642	Hungarian -	2,274
German -	6,157	Spanish -	1,860
Russian -	2,440	Ukrainian -	1,250
Italian -	5,120	Polish -	3,520

Quarterly List of Accessions

A quarterly list of new books is issued and distributed to all branches in order to inform them of the most recent accessions.

Policy of Book Selection

The following types of material are included in the present collection:

Language: Grammars, dictionaries, phrase books, bilingual texts, etc.

Literature: Classics and the best contemporary writings in their original language in both adult and children's books.

Policy of Book Selection continued..

Translations of Classics and of outstanding contemporary literature. Historical studies, literary dictionaries and encyclopaedias, classics, contemporary works of poetry and fiction of a high standard, literary criticism.

An example of contacts made with one particular group - the Italians

At Earlscourt Branch an intensive programme has been carried on since 1962 to encourage the Italian people to use the library. It was initiated by a librarian from Italy, who spent a year on Earlscourt staff, and it is now being continued by an Italian-speaking librarian. The programmes, in both Italian and English, have included Films, Talks, Play Readings, Art Exhibitions, Musical Evenings, Dante Readings, a series of Language Clinics, Discussions involving Topics of current interest (e.g. Credit Unions, Labour Relations Act, an evening devoted to Municipal Election candidates - a lesson in Canadian Citizenship.)

The Italian-speaking librarian continues to devise new approaches, and is making contacts with the people in the community, as well as in the library. He is also working with other branch librarians who have Italian people living in their district, to assist them in developing plans to encourage a wider use of the library.

Materials for learning languages

Materials for the use of English-speaking and non-English-speaking patrons are used to augment the book collection, and include language records, record players, tapes and tape recorders, and film strips.

Toronto Public Library and Foreign Language Collections

The Centre is aware of and has contact with private foreign language collections in Metropolitan Toronto, such as the Estonian Club, Japanese-Canadian Cultural Centre, Masaryk Hall (Czech), German-Canadian Club, Jewish Public Library, Ukrainian People's Home Association. A survey is being made of such libraries, and a directory being compiled giving the extent and content of the collections, arrangements for loan, hours of opening, etc., with a view to encouraging useful co-operation between the Toronto Public Library and these private libraries. Where necessary, the collections will be incorporated in the Metropolitan Bibliographic Centre.

Research

In 1960 the Library Board prepared and published an extensive survey of the leisure time activities of adults living in the central part of the City of Toronto. This was based on over 800 interviews carried out in homes in the language of the person interviewed.

Annual cost of Programme

The following figures show the approximate annual cost to the Library Board for such a programme:

Staff of the Centre and Branches -	$38,000
Annual cost of New Books -	18,000
Cost of Processing Books -	12,000
TOTAL -	$68,000

At the present time, the expenditure for the provision of books in languages other than English amounts to approximately $68,000.

Nov. 17, 1964 H.C. Campbell, Chief Librarian

NO.: 750-522

TITLE: Brief to the Royal Commission on Bilingualism and Biculturalism/ Mémoire à la Commission Royale sur le bilinguisme et le biculturalisme.

AUTHOR: Canadian Library Association/Association canadienne des Bibliothèques.
Edmond Desrochers, S.J.,
President (1963-64)

Bilingual Brief of 12 plus 13 pages; 4 recommendations

REMARKS OF ANALYST: This bilingual brief is presented in parallel English/French columns.

The CLA/ACB accepts "the importance of furthering the bilingual and bicultural inheritance of Canada and the multilingual and multicultural inheritances where these exist ... . The solution advocated is ... intercultural relations-programmes for children, young people and adults."

To accomplish this aim Federal financial aid is required for such programs as well as a translation program backed up by a School of Translation. "The selection of professional librarians should not be subject to any language requirement other than competence in the major language of the collection."

The brief makes a general plan for the improvement of library services at all levels.

ATT.: RESEARCH

- Note the history of Library Associations in Canada, particularly the rather late development of a national organization - Letter of Transmission.
- Note Role of the Carnegie Corporation and the Rockefeller Foundation. Ibid.
- Note History of legal status of Libraries in Canada - paras 2-3 pages 1-3
- Note Charge of retardation of library development in Canada - para 5 - page 3
- Note suggestion for increased use of bilingual picture books and bilingual book production in general - as a learning aid - para 6 - pages 4-5
- Verify whether $5 million would be adequate to finance programs advocated, on scale desired - para 12 - page 11
- Investigate role of Carnegie Corporation re library development in Canada. Why didn't Quebec benefit from this assistance?

TABLE OF CONTENTS: PAGES

(continued overleaf)

BRIEF: PAGES

The Canadian Library Association/ACB was actually organized in 1946 on the initiative of the Canadian Library Council Inc. with financial aid from the Carnegie Corporation and Rockefeller Foundation of New York. Its formation was preceded by provincial library associations: Ontario (1901); British Columbia (1911); Quebec (1937); the Maritime Provinces (1935); Manitoba (1936); Saskatchewan (1940); Alberta (1944); and by specialized library associations: - Canadian Association of Children's Librarians (1932); Canadian Library Council Incorporated (1941); and L'Association canadienne des Bibliothécaires de langue française (formerly - L'Association canadienne des Bibliothèques Catholiques - 1943).

The CLA/ACB numbers 2600 members. The brief was prepared by committees in Montreal and Ottawa and subjected to "comment from 106 commentators". Following four revisions the brief was approved by a "mail vote" of the Association's Council and ratified at a meeting on October 17, 1964.

- Definitions -

Definitions are provided for a number of terms and the sense in which they are used in the brief:

- "Bilingualism/bilinguisme" - both reading and speaking knowledge of English and French.

"Culture/culture" - defined in sociological sense;

"intercultural programme/ programme interculturel" - Activities aimed at promoting knowledge of another culture - to further mutual understanding;

"Multicultured/pluralisme des cultures" - to describe a country with many cultures based on those of other lands along with aboriginal cultures, e.g. Indians and Eskimos;

"Professional Librarian/ Bibliothécaire professionnel" - a possession of the Bachelor degree plus a degree in library science from a university Graduate Library School;

"Library/Bibliothèque" - refers only to professionally organized libraries - with a properly selected staff, budgets and physical facilities; included are educational, academic, governmental, specialized as well as public libraries.

"biculturalism/biculturalisme" - coexistence in Canada of two cultures founded on those of France and Great Britain;

In lieu of a summary the précis supplied by the author is quoted below: -

"The Canadian Library Association gives its moral support to the adoption and energetic development of an intercultural programme in libraries throughout Canada.

To further such a programme translations of Canadiana are needed.

The organization of a School of Translations in a Canadian university is advocated.

The Association states its conviction that since libraries deal with the dissemination of knowledge there should be no unnecessary language or cultural barrier of any sort in the selection of library materials and services, and in the appointment of staff."

CONFIDENTIAL

BACKGROUND PAPERS

Brief #: 750-528

Canadian Hungarian Federation

MONTREAL

A. INFORMATION ON ORGANIZATION

The federation speaks for all Hungarians except the Communist element. Most Hungarian parishes belong to it. The Government of Canada has dealt with it exclusively in matters concerning Hungarians and it has a good reputation especially in Toronto and Montreal.

PREPARATION OF BRIEF

By a special committee appointed after the 1964 Convention. Major part of work done by the Federation's Eastern Group with headquarters in Montreal. Brief was discussed and accepted by executive and represents official view of Federation.

B. QUESTIONING OF WITNESS(ES)

PROGRAMME AND LIAISON SECTION

para. 2 "The Hungarian immigrant was fully aware of the fact that he would settle in a country of dualistic character..."

Q. 1 Le caractère dualiste du Canada leur a-t-il été expliqué par des agents de l'immigration canadienne en Hongrie, et si oui, comment leur a-t-on présenté exactement cette dualité?

para. 3 "...a considerable number of Hungarian immigrants, and many others, did not have a free choice as to the area of their intended settlement in Canada."

Q. 2 Pourraient-ils préciser leur pensée davantage?

para. 3 "The new arrivals were aware of the predominantly French character of the Province..."

Q. 3 Dans quelles sphères d'activité de la province ont-ils trouvé que le français avait la priorité?

para. 5 "We believe that the equal recognition of the French and English languages is a deciding factor in the promotion of harmony."

Q. 4 Que veulent-ils dire par "equal recognition"?

dernier para. "They (the Hungarians) are convinced that any constitutional reform, which would deprive them of the right to live in complete freedom and equality either in Quebec or elsewhere in Canada, could not be justified."

Q. 5 Leur appréhension se fonde-t-elle sur certains faits pourraient les porter à croire en une telle éventuali

Que veulent-ils dire par "maintain their claim to the privileges of culture, and civil and human rights"?

THE HUNGARIAN CANADIAN VIEWPOINT ON BICULTURALISM

Hungarian immigrants arrived in Canada in several waves, but while their reasons for leaving Hungary were manyfold, the decision of each group to emigrate to Canada was characterized by one common fundamental principle - the belief and anticipation that in deciding to come to Canada, they had chosen a country with a free and constitutional government, firmly based on the principles of law and order.

The Hungarian immigrant was fully aware of the fact that he would settle in a country of dualistic character, where other ethnic groups also existed. This fact provided him with a reassuring guarantee that, together with his basic civil and human rights, he could maintain his mother tongue and his cherished cultural traditions - if so desired - but always, of course, within the framework of rational integration.

The Royal Commission is undoubtedly aware of the fact that a considerable number of Hungarian immigrants, and many others, did not have a free choice as to the area of their intended settlement in Canada. Some, however, were able to freely choose their destination and many of them took up residence in the Province of Quebec. The new arrivals were aware of the predominantly French character of the Province and their decision was convincing proof that they considered French-English dualism of positive value rather than a hindrance. The better educated immigrants were not entirely unfamiliar with French and English cultures, since the teaching of the French language and literature was obligatory in Hungarian schools at a generally earlier age than is usual in Canada. Thus, many Hungarians, at the time of their arrival, were already fully conversant with the cultural heritages of both peoples. The Hungarian immigrant in Quebec sees considerable value in the fact that his children may learn two great languages and may absorb the cultures of not only French and English but also of other ethnic groups.

We believe, that as representatives of Hungarians in Canada, we correctly state the conviction of our ethnic group, in saying that the overwhelming majority of Hungarians in Canada do not consider themselves competent to intervene in the controversies between French and English Canadians. Atthe time of our arrival in Canada, it never occured to us that we might have to take a stand in such a controversy, let alone the possibilty of eventually having to choose between two antagonistic groups.

We wish to emphasize, however, the conviction of Hungarians that the preservation of Canadian national unity is of the utmost importance, particularly in the light of our own past historical experience. It is only reasonable to expect, that the two founding nations, by mutual concessions, will maintain an atmosphere of understanding for the sake of the orderly advancement of our country, - just as the immigfants willingly sacrificed much of their national heritage for this overall purpose, and still continue to do so. We do not feel

competent to pass comment on the exigencies of mutual concessions, and in particular, whether they should be only concentrated on economic considerations, educational systems and Federal-Provincial relations, or, whether they should also be manifested in spiritual and intellectual understanding, mutual respect and recognition of intrinsic values. We do, however, believe that the equal recognition of the French and English languages, is a deciding factor in the promotion of harmony.

The unfortunate precedents in the long history of antagonisms between various ethnic groups in the Danube Basin has greatly influenced the present generation of immigrants towards the adoption of the principles of national tolerance. As a result the great majority of Hungarians in Canada regard the present tensions with considerable misgivings and disappointment, because they are reminded of the past sufferings of their own and previous generations.

Hungarians regard the harmonious development of Canada of prime importance. In the current controversy, they have no "axe to grind". Hungarians do not aspire to the privileges of nationality but do maintain their claim to the privileges of culture, and civil and human rights. They are convinced that any constitutional reform, which would deprive them of the right to live in complete freedom and equality either in Quebec or elsewhere in Canada could not be justified. Thus it is the aim and determination of Hungarians, as Canadian citizens, to participate constructively in public life, not only for the sake of their children's future but also in the interests of the country's future development as a whole.

Brief

to

ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

from

CANADIAN MENNONITE ASSOCIATION

102-171 Donald Street, Winnipeg 1, Manitoba, 947-0529.

(Prepared for presentation at public hearings in Winnipeg September 22-23, 1965).

The Canadian Mennonite Association is a 371-member unincorporated cooperative which publishes the English-language weekly tabloid newspaper, The Canadian Mennonite, in the interests of the 152,452 Mennonites in Canada. I, Frank H. Epp, am speaking as editor and general manager on behalf of this Association.

Two contrasting characteristics of the Mennonite people--internationalism on the one hand and ethnocentrism on the other hand--provide the base for, and background to, this brief. The international, interracial, and intercultural nature of the world-wide Mennonite community prompts us to encourage the Royal Commission in its work. Our experience with ethnocentrism, on the other hand, begs us to express one word of caution.

With respect to the former we wish to report first that the 1961 Canadian census listed no less than 19 separate racial origins for the Mennonites in the country, the German and the Dutch being in the majority positions, with 48 and 38 percent, respectively. Official languages in the 450 Mennonite congregations in Canada include English, German, French, and several German dialects.

Around the world nearly 500,000 baptized Mennonites live in 34 countries. More than 12,000 of these from 27 countries attended the Seventh Mennonite World Conference held in Canada in 1962.

The variety of cultural expressions and linguistic usages in the Mennonite world is suggested by the church in Indonesia, which historically has been divided into the Javanese Mennonite Church and the Chinese Mennonite Church. The two groups, which racially bear approximately the same relationship to each other as Negro and White in North America, sponsor a school and other programs together. The members speak at least three languages: Indonesian, their racial dialect, and Dutch or English. One of the leaders preaches in five languages: Indonesian, Javanese, German, English, and Dutch.

These facts allow us wholeheartedly to encourage the work of the Royal Commission in seeking to improve communications between the two major cultures. We believe strongly in the statement made by the Commission through Co-Chairman Mr. Davidson Dunton on November 6, 1963, quoted here in part:

> "Canada's problem is also a world-wide problem. Very few states today are entirely homogeneous: in Asia, Africa, and America, and even in the older European nations, the languages are matters of grave concern and of constitutional importance. If we solve our difficulties we shall make a constructive contribution to world peace."

As members of the universal Christian church and as internationally-minded Canadian citizens we believe it imperative for all the peoples of the world to realize the brotherhood of man under the fatherhood of God or, more specifically, under the lordship of Christ. We believe that our humanity needs and can have a bond transcending blood, culture, citizenship, and flag. We believe that mankind today needs a kingdom greater than a tribe, an ethnic group, a race, or even a nation. To demonstrate that such transcendance is possible or that such a kingdom exists is Canada's challenge in the world today. The Royal Commission, by pursuing its announced goals, can help Canada meet that challenge.

There is danger, however, in the announced pursuit of the Royal Commission as we see it from the vantage point of our other experience which is ethnocentrism. It is known perhaps that Mennonite immigrants to Canada from Europe have had a strong appreciation for German culture and German language. They experienced real problems as they and their

children tried to adjust to their new cultural environment. Our newspaper was founded in 1953 as a major attempt to deal with a cultural crisis in the Mennonite constituency, which at that time already found itself in reluctant transition from the German to the English languages.

Our first-hand experience of Mennonite ethnocentrism in general and this conflict in particular lead us to give this word of caution. Bilingualism and biculturalism has our encouragement to the extent that it moves a society from a monocultural status to multilingualism and multiculturalism. There are dangers, however, and an overemphasis of the bi could, in the Canadian context, in the end actually discourage and even oppose multilingualism and multiculturalism. And such a result or trend would militate both against a successful long-term solution for Canada as well as a meaningful contribution to the world.

We must remember that beside the major cultures in Canada there are numerous minority cultures. Internally, the minority cultures feel that their's are majority cultures. In fact, it was the strength of such feeling in Canada that made the Royal Commission necessary in the first place. The lifting of one minority culture to the status of a majority culture has still left many minority cultures which can never be promoted to majority status but who secretly wish they could.

For them it has already been a major psychological adjustment to accept second place to one of Canada's official cultures. To have English-French or French-English biculturalism pushed to the point where they would have to be third could be as difficult for them to accept as it is for either the French or the English to be second. These minorities can be and will be second to either French or English but not second to both. To be more specific, they would not be opposed to having French or English taught as an additional language in the public school, but they would resent

it crowding out their language now placing second. Around the world, too, the minority cultures do not want to be forgotten in the international cross-cultural communications of our time.

To summarize our main points, it is our hope, that, while the Royal Commission must address itself to a specific problem indicated by its name (Bilingualism and Biculturalism), the larger frame of reference will be multilingualism and multiculturalism, again both for the sake of Canada and for the sake of her contribution to solving a similar problem in the world.

The end result of the Royal Commission's work we hope will take the Canadian people not only beyond ethnocentrism but also beyond biethnocentrism or nationalism, as the Canadian biculturalism will also be known, thereby preparing them not only for true Canadianism but also for the international citizenship required by our time and for membership in the kingdom of God, which, in its fulfilment, will, according to the symbolism of the Book of Revelation, include "a great multitude which no man...(will) number, from every nation, from all tribes and peoples and tongues..."

CANADIAN ASSOCIATION FOR ADULT EDUCATION

113 ST. GEORGE ST., TORONTO 5, CANADA, WA. 3-3519

BRIEF

to the

ROYAL COMMISSION

on

BILINGUALISM and BICULTURALISM

September 1965

INTRODUCTION

The Commissioners are already acquainted with the Canadian Association for Adult Education and its work. We shall not for that reason
(1) add to this document basic information about ourselves. We shall be glad to supply any further information to the Commission on request. The CAAE has maintained a close interest in the Commission's work since its creation. We appeared at the preliminary hearings,
(2) (Nov.7/63), and invited the Commissioners to a meeting of the Joint Planning Commission, (Nov.28/63). We would therefore like to make the following observations.

We advanced in our earliest presentation to the Commission, the conviction that it was "pas comme les autres". For this reason, we
(3) argue that its investigations ought to be constructed according to different procedures than those ordinarily common to Royal Commissions. Our contention at that time was that the matters entrusted to the scrutiny of the Commission were matters of both public and private character; that is, they were intermingled with the private hopes and fears, the private ambitions of all Canadians, as well as being imbedded in public practices of administration and politics. For this reason we believed that to subject the people of Canada to the experience of being the unconscious objects of research, or the unwilling or indifferent spectators to formal hearings and the exchange of publicy frozen positions alone would have been a disaster. Such a procedure might have maintained the polite and tidy order so earnestly desired by many of the Commissions early critics, but it would have produced a dangerous and misleading portrait of contemporary Canada. The country is not in an orderly state today. Our deepest concerns, our gravest anxieties, our most passionate hopes are being forced into the open arena of debate. This is never a tidy undertaking. Learning, as our experience has taught us,
(4) learning at the point of action, at the moment that decisions are being taken, is never a calm and orderly procedure. Above all it

involves the deliberate and careful solicitation and pursuit of opinion, since opinion is the major stuff of adult lives.

All of this we believed eighteen months ago, and we still believe it today. In fact, our belief is strengthened by the course that the Commission did adopt, represented in its public meetings held across

(5) Canada. We believe that these meetings have contributed immeasurably to the true elaboration of the issues before us, and have demonstrated a trust in the need for and the ability of the great bulk of the Canadian people to take an active part in their resolution. Despite the tendency of the professional middle class in all democracies to over-estimate the speed and extent to which information travels in contemporary societies, and their obvious dismay when they find to the contrary, we believe that the procedures adopted by the Commission have clearly aided the long process of debate and self-analysis, initiated by the new movements in the Province of Quebec, but so obviously necessary in every part of Canada.

The situation clearly presented the opportunity to act democratically, to persuade our citizens to become involved in the decisions affecting their own destiny; in fact, it presented the opportunity

(6) in a way that few if any other issues have. We believe that the Commission has lived up to this responsibility and we would at this time like to express our warm admiration for their having done so. In particular we would like to commend the INTERIM REPORT, an unassuming document at first glance, but an admirable presentation of the complex and volatile kaleidoscope of opinion that is contemporary Canada. If we have any negative comment it is to the effect that it should not have been published separately in French and English, with a higher price for the French-English editions, and that it could have enjoyed and can still enjoy a greater circulation than it has so far.

The CAAE has always participated in bilingual and bicultural activities in Canada. As conscious projects, such issues have varied in their claim on the attention of the Association since its founding
(7) in 1935. However, as an association devoted to adult learning, we have always tried to recognize that the presence of two strong major cultures in Canada presented a basis, an environment for learning that unicultural and unilinguistic societies do not offer their citizens. It is evident that we have not always succeeded in realizing this promise, but past failures do not seem to us to be sufficient reason to abandon the hope, provided these failures are recognized and corrected. In the last three years, we have undertaken the following projects that may be of some interest to the Commissioners:

(a) the publication of a book entitled "How to Learn French in Canada" in association with the University of Toronto Press. The book is devoted to the practical aspects of learning French, and it also includes a summary of the major means of making contact with a French environment - journals, organizations, broadcasting, etc., which will provide the reinforcement that learning a language so desperately needs. (September 1965).

(b) the organization of an adult study-tour from British Columbia to Quebec in the summer of 1965 in cooperation with the University of British Columbia, the Institut Canadien d'Education des Adultes, and the National Centennial Commission. A special report and evaluation of this tour has been prepared and sent to the Commissioners. We have always maintained that planned adult travel is of the utmost significance at the present time, since it is adults that will make the crucial decisions. This experience has convinced us that with proper planning adults are interested and can profit a great deal from such experiences.

(c) in cooperation with the ICEA and the Canadian Citizenship Council, we have tried to maintain a constant supply of information and other sorts of material related to Canadian issues to voluntary and other organizations in Canada.

(d) adult education in Canada experienced its first serious and conscious division on linguistic and cultural lines in the early 1950's. At that time, the provision for French-speaking Canadian participation in the structure of the CAAE having proved inadequate, there was formed a completely independent adult education organization in the province of Quebec which later became the Institut Canadien d'Education des Adultes. Since that time the ICEA has grown to be a strong, competent, and imaginative organization which has through its conferences and publications (CAHIERS) contributed a great deal to adult education in Canada. In recent years cooperation between the two organizations has increased, the turning point being perhaps the national conference on adult education in Ottawa in 1960 sponsored by both organizations. In the last eighteen months the two organizations have cooperated closely in joint enterprises associated with the Federal government. The first being an investigation into training facilities for personnel related to Community Development in association with ARDA, the second being the travel project already described. In both cases bilingual reports are available to the Commissioners. Of greatest importance has been the growth in awareness that such cooperation is possible with results impossible alone. We have also experimented with the development of techniques of handling small meetings, large meetings, and reporting on a bilingual basis. In fact, the procedures used were in our opinion most useful models for genuine bilingual participation in discussion and policy making.

These are only the most recent examples of CAAE activity related to the area of the Commission's concern. They are offered as examples of small things that can be done, and are a basis for the opinions that we shall advance in the following arguments of this brief.

HOW THE BRIEF WAS PREPARED

The manner in which this brief has been developed is as follows. The main source of detailed comment comes from a questionnaire sent to all our members roughly eighteen months ago, prior to the initial
(8) round of public meetings held by the Commission. The return of the questionnaire was small, but not out of keeping with the average for mailed questionnaires. However, since the CAAE has been involved in the Commission's affairs since the very beginning, there has been a great deal of discussion on these topics, both private and public within the Association. The opinions represented in the brief

indicate more exchange than that encompassed by the questionnaire. The final draft has been submitted to all the members of the Board of Directors before being presented to the Commission. Being more than a professional organization, the CAAE includes a membership of persons from a great variety of occupations, institutions and vocations in Canada. Though its members, like all participants in adult education, have more education than a random grouping of citizens, it is widely representative in terms of an institutional and cultural cross-section.

RECOMMENDATIONS

INTRODUCTION

The opinions of the members of the CAAE are overwhelmingly directed towards the maintenance of Canada as a state in the modern world. Despite the fact that our members are more than ordinarily likely to be interested in internationalism, in political invention that will contribute to the reduction of war, and destruction, the commit-
(9) ment to a Canadian state is nearly total. However, we hasten to qualify this blanket statement. It is not to the preservation of the present Canada that the support is directed. There is little sense or future in making a few "concessions" to the French speaking citizens and to Quebec, and then returning to "business at the same old stand." The Canada envisaged is no more like the present one in all its aspects than the Canada of 1910 resembles the present-day. What this commitment implies is the belief that we will all benefit by the inclusion of French and English within some form of political and economic union, whatever form this may take. What is rejected is any belief that either of the two groups will be better off bargaining finally with each other on an external basis as totally independent political unities. Therefore, it is, to the elaboration of a new relationship between French-speaking and English-speaking inhabitants of the northern part of the continent of North America, within a common unity called Canada, that the attention of our members is devoted. The common belief is that to settle for any of the nineteenth century relationships so much discussed will impoverish us all immeasurably, French and English alike.

The question implied by all of these responses, is how much do we want this national evolution? Do any of us think that there is something so important for us to do together that it is worth the present and future difficulties, the experiment and conflict
(10) presently involved and that stretches without doubt into the future? If we do, as our members seem to, (though there is no doubt that there is probably more to be learned about how difficult it will be by the English speaking Canadians than by the French-speaking Canadians) then the question that immediately presents itself is the means of bringing this common destiny about. In the development of these means of maintaining and intensifying the contact between the two major languages and cultures, individual and corporate, we may at the same time discover the outlines of this unique destiny.

In an association devoted to learning, to adult learning, it is understandable that we should emphasize two things: first, that learning is an end in itself, and that a bi-cultural society in
(11) the formal sense of the word is a much greater stimulus to learning than a uni-cultural one. The personal resources of citizens living in a society that is truly bicultural and bilingual are so obviously superior to any other kind, that it is hardly worth arguing. To abandon, to ignore such an opportunity would be surely the greatest tragedy of a generation. Secondly, we are committed to the important, indeed in this context, the urgent necessity of adult learning. This is a sector of Canadian life that has been seriously neglected, despite the fact that Canada is known in many parts of the world through the achievements of Canada's pioneers in adult education. The point we make here, is that in this crisis, as in any future ones, that we can imagine, it will be the existing adults who will make the crucial decisions. They will make them on conditions that could not have been anticipated in their childhood education. It is, then dangerous sentimentality, that argues that most of our resources must be devoted to the training of the young with respect to this

issue. The hope, so familiar to other countries, that the young properly trained to avoid their elder's mistakes would make a better job of things is now a vain one. It is ourselves, today and tomorrow, who will determine whether there is anything left to be made a job of, and it is to our education that we must look. Thus our observations and recommendations are made with a view to the opportunity that this crisis provides us, now, rather than to the dismaying problem that some other generation may be counted on to settle.

There are many important matters on which we are not competent to comment. In many cases we believe that they are largely matters of adjustment, of social invention, that will come if the primary
(12) question of how much we wish to live together is answered in the affirmative, as we believe it should be. Our recommendations are devoted to matters in which we have some experience, but it is important for us to emphasize that they are based on a conviction, and directed by the belief that if enough individuals share this conviction about our common destiny then something quitd extra-ordinary can be done.

RECOMMENDATION I

A CENTRE FOR CANADIAN STUDIES FOR ADULTS

We are aware of the considerable concern over the apparent lack of interest in these issues on the part of many Canadians. We are aware that many of the so-called information agencies complain that
(13) the amount of information they convey exceeds the amount of interest they can discover. We tend to believe that this is a short-sighted view, but because the relationship of interest and information is such a central one to adult education, we must deal with it. It is a commonplace that interest is a central initial support for learning. Half of the theories of learning now current, and a good deal of educational enterprise are based on this hypothesis, which is true enough; but what has become increasingly clear to those of us who work in the less formal, less institutionalized areas of teaching and learning is that the reverse is also true. Learning generates

interest. Much learning is casual, much is the result of persuasion and the repetition of specific stimuli. Not all of this stimulation generates further interest of further learning but it can and often does. For this reason we are not content to accept the complaints that there is not sufficient interest in parts of Canada to deal constructively with these issues. We believe that in fact there is, and that there can be much more, if we set our minds to it.

The relationship between interest or concern and information is a subtle one. If there is anything apparent it is the frequency with
(14) which the Commission and every other public and private meeting has been told of the serious lack of mutual information exchange about all and every part of Canada. It is astonishing to us that this has been permitted to go on so long. We have every reason to believe that a planned and carefully administered intensification of the provision of information about various parts of Canada, accompanied by the proper supports of discussion and learning would make an incalculable difference in the entire situation in Canada. Without a center of initiative with respect to education in and about Canadian affairs proposed here, most of the other events will not happen or will not be sustained for very long.

What the CAAE proposes is the immediate establishment of an Adult Center for Canadian Studies. This center, consisting largely of a competent staff, a library and modest office accommodation, would
(15) offer throughout the entire year, in various places in Canada, special seminars on matters of Canadian interest. To it would be invited men and women from all walks of life, drawing in special groups for special subject matter. The seminars would be held all across Canada, making use of the various educational and residential facilities now in existence, and drawing staff from teaching and research institutions as well as other areas of special competence. The substance of these seminars would be published and carefully distributed, and as well such materials would be reproduced in a variety of forms of communication, broadcasting, pamphlets, film, etc., so that they might reach the widest range of the Canadian public.

Some years ago, Mr. George Ferguson, publisher of the Montreal Star, invited a number of editors of English Canadian newspapers to Montreal to take part in a three day seminar on the developments in
(16) the province of Quebec. From this seminar emerged the new familiar phrase the "French Fact." We are certain that reporting and interpretation of the subsequent developments in Quebec have been considerably affected by that experience. Our regret lies in the fact that it has not been repeated in a way that might have involved the invitation to a number of French editors to western Canada, nor has it been repeated in the same way with the same men or another body. To be sure exchange of this sort takes place casually across Canada all the time, but if it were planned and deliberately carried out, the effect would be startling. We believe that the entire situation in Canada could be altered dramatically in five years or less by such a determined venture.

Therefore, we see seminars for various segments of industry and other groups on developments in Alberta or the North, or some
(17) other province, seminars on a vast range of Canadian problems, each planned and developed in co-operation with the appropriate groups such as bankers, labour leaders, voluntary leaders, welfare leaders, etc. These would not be negotiating sessions, but purely educational. A number of public affairs organizations have attempted and are attempting to do this at present, but their resources are meagre, and their effects sporadic. To our knowledge, this has never been attempted on a methodical basis. We have deliberately used the word adult in the title to distinguish this center from the kind usually found in Universities, devoted for the most part to research and the training of graduate students. Such centers devoted to Canadian studies need to be supported, but they cannot do the large scale educational task that is envisaged in this one.

In detail, the operation of such a center would be as follows:

(a) location - the headquarters would be in Ottawa, but would contain only the central staff and materials
(18) center. All of the educational work would be carried out in appropriate regions of the country. There exists now in Canada a network of residential centers that would welcome the opportunity to participate.

(b) staff - the permanent staff would consist of Director and Associate Director with approximately five staff members trained in planning seminars of this kind. Each year the Center would have two or more senior professors from Canadian universities attached to it for a period of nine months. The presence of such men would inform the work of the Center for that period and contribute to its resources. Staff for seminars would be invited as the occasions demanded.

(c) finance - the Center would be financed by fees and by grants from the eleven governments. Since such an enterprise would be of great value to provinces as well as nationally, the source of the grants ought to be multiple. In our estimate, such a center could be begun with $500,000.00, a small amount in the face of its promise.

(d) administration - the Center would be administered by a Board made up of representatives of participating governments and of citizens and citizens' organizations.

(e) program - the program would consist of seminars, small conferences, exhibitions, etc. of varying lengths, held all over Canada, and devoted to Canadian affairs of a local, regional, provincial and national character. Participants would, for the most part, be invited, and planning would be done in conjunction with appropriate groups. While many different kinds of people would be included in 25 to 40 seminars a year, the results of the discussions would be made available in co-operation with the CBC, the NFB and other agencies on a much broader basis.

The support for such a center in the responses of our members was almost total. Their belief in the fact that information supplied this way will both respond to existing interest and generate new

sources of it is impressive. What should be emphasized is also the conviction that if this is to be done at all, it must be done soon and quickly.

RECOMMENDATION II

INCREASED SUPPORT FOR BILINGUALISM AND BICULTURALISM

A matter of major concern to our members is the common one of bilingualism and biculturalism. We share the conviction implied by the Commission's title that the two issues are inextricable. How-
(19) ever we believe that elements of them can be separated and separately planned for assuming that in the end they are mutually reinforcing.

(a) Bilingualism: We believe that every effort now being made by Canadians to render themselves bilingual should be supported and supported well. We do not believe that all of our adult citizens will become bilingual, though a surprising proportion have made an effort to do so in recent years. The range of adult classes in the teaching of French that has sprung up has been quite remarkable, though obviously only the surface has been scratched. We believe that every resource should be put at the disposal of adults wishing to learn either French or English. For example -

1. The same access to French and English classes should be provided to all Citizens through Universities and Departments of Extension as is provided to New Canadians in language institutes. These resources should be provided by the three levels of government in the same manner as resources are provided for technical and vocational education.

2. The CBC should make provision for a national network language teaching program in both languages by means of television, with proper community support through educational institutions. Such a project was planned a few years ago but has never been implemented. The need now is no less.

3. Special assistance should be provided for Universities and Teacher training institutions for the training of language teachers in the same manner as assistance is provided for training vocational teachers.

4. A special Federal agency to support this growth initially should be created within the Department of Citizenship. Its existence will probably only be necessary for a short time, though grants in aid of English or French teaching to adults will remain a national feature of Canadian life.

5. All processes of the Federal government, anywhere in Canada should be made accessible in both French or English as rapidly as possible.

We do not see the learning of French by English-speaking Canadians, or vice versa as a concession to either group. Rather we see it as a natural part of citizenship in Canada and as an opportunity for our citizens that should be supported by all the resources at our command. It should not be too difficult in a reasonable time to make it possible for the French-speaking Canadian to be at home in the major English-speaking cities as the English-speaking citizen is at home now in Quebec or Montreal. We believe that the minimum right to be aimed for is the right to speak either of the two languages with a reasonable expectation of being understood.

(b) Biculturalism: There is a great deal that could be done now by existing agencies to spread the resources of the two cultures more widely than they are now spread. It is not a matter of simply providing materials and wishing for attention and audiences. It is a matter of actively creating audiences for them and sustaining them. We have already a large network of institutions, that attempt to create audiences for ideas and things much more bizzare and difficult than cultural exchange within Canada. Museums, art galleries, universities, public schools, broadcasting agencies, theatres are constantly introducing new ideas and experiences or making old ones more attractive. There are many ways in which they could be encouraged to do the same for Canadian issues, of which money is only one. As we have observed already, it all depends on how much we want to do it. The history of many technical and cultural innovations is that their existence creates an audience or a clientele. Residential centres are one such example. F.M. radio is another. We already have almost all the instruments and the skills to bring this increase in biculturalism about if we wish to use them. Some

we must create. Specifically we recommend:

That serious consideration be given to:

1. The extension of the French network of the CBC, radio and television from coast to coast. The cost will be great but the question is really whether we genuinely believe in biculturalism or are simply making minimal concessions.

2. The increase in exchange between the French and English networks of the CBC and the greater distribution of French films of the NFB across Canada and English films in Quebec.

3. The support of information and opinion interchange by aiding in the translation costs for some cultural publications, and particularly of official reports. Translation is expensive, but so is humiliation and indifference.

RECOMMENDATION III

INCREASED SUPPORT FOR PLANNED EDUCATIONAL TRAVEL

We have left the matter of travel to the end. Obviously our second recommendation includes the notion of a good deal of travel, such as that involved in attending the seminars, but also is implicit in the
(20) nature of the seminars themselves, which might well, from time to time, take on the character of the Duke of Edinburgh's conference held in Canada a few years ago. But there are two further dimensions of this matter. First of all, the experience of this summer convinces us that there is an interest for planned educational travel in Canada way beyond the feeble efforts that have been made. It is not just a matter of selling Canadians on the beauty of their country, but of offering planned programs with the proper institutional support and finance. If anything needs endowment is it the planning agency for such programs though we would easily argue for a certain sum of money to be made available for adult study tours each year. This could easily by done through the center. Second, there is already a great deal of casual travel in Canada, mostly of families or groups in automobiles or by train. The lack
(21) of proper information concerning the regions through which they travel is a national disgrace. Travel in Canada has been left almost entirely to the commercial impulse which has not been much interested in education or even information. Local bodies have

provided material on their most treasured resources, but this by no means is a substitute for properly edited, or carefully provided, regional information of the sort one finds in countless European guides. A great deal of history and contemporary information is to be learned from such guides, and Canada is woefully lacking. Little effort has been made by such national institutions as the CNR to provide information to their passengers as they travel. We are not in this case speaking of commercial information regarding where to stay or buy, or what road to take. This is important and scattered enough, though some improvement has been made recently, but of general, cultural and social information there is almost no source at all convenient to the traveller. It amazes us that no such centennial project has yet appeared.

While we believe that a great deal can be done with respect to
(22) planned travel around the celebration of the centennial, we have in mind a much longer future than that. The possibility and need for planned travel will exist long after our first anniversary is past.

We believe then, that the following specific steps should be taken.

1. the provision of a proper educational travel planning agency working in co-operation with all educational bodies and relating institutional sponsorship to careful
(23) planning.

2. the provision of modest grants for subsidizing selected adult travel over the next decade. While we believe that many individual adults can and will meet their travel costs in whole or in part, there is still a need for scholarships. These might be best administered by the Adult Centre.

3. Canada is shockingly lacking in proper travel information of a general cultural nature. Of highest priority is the matter of a proper travel guide for automobile and train travellers. This could easily be a reasonable centennial project.

RECOMMENDATION IV

A RESEARCH AND INFORMATION CENTRE FOR EDUCATION

The CAAE in support of its interest in continuing education has long been aware of the need for a national information and research center for education. The growth of adult education,
(24) with a mobile student body, and the relationship of economic and social problems makes the need all that much greater. There is, for example, a great deal happening in education in Quebec of interest to all of Canada that is never communicated. If we are to have Canadian education instead of just education in Canada, some sort of central information source about all educational activities in Canada is vital. We don't believe that such a center would in any way impinge on the rights of provinces but would in fact aid them in carrying them out. The sources of information now are so obscure or diffused that Canadians really have very little awareness of what is going on outside their own regions.

Therefore, we recommend:

(25) 1. a national information and research centre devoted to education in Canada. Such a center should be financed by the Federal Government and confined to information and assistance of educational research now badly impoverished in Canada.

CONCLUSIONS

1. We have not at any time argued that education as we are proposing it is an alternative or a device for avoiding political and economic reality. There are real inequities in Canada today which need to be set right, and which cannot be regarded as concessions
(26) to anyone. As soon as we begin to talk or think concessions the productive struggle is already lost. What we are concerned with is the background against which these political and economic decisions are made. We are concerned that there be an atmosphere and environment in which the debate can take place, and invention satisfactory to all is possible. We believe that it is this which must be and can be effected. In fact we believe

that the Commission has already effected it. What we wish to emphasize above all is that the sense of despair, of the failure of nerve that one seems to find particularly among English Canadians is not widespread nor is it necessary. We can alter our environment, the basis of our discussions if we wish to, and since the CAAE wishes to, we have tried to offer some ways in which it can be done.

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SUMMARY OF RECOMMENDATIONS

RECOMMENDATION I

A CENTRE FOR CANADIAN STUDIES FOR ADULTS

(a) location - the headquarters would be in Ottawa, but would contain only the central staff and materials center. All of the educational work would be carried out in appropriate regions of the country. There exists now in Canada a network of residential centers that would welcome the opportunity to participate.

(b) staff - the permanent staff would consist of Director and Associate Director with approximately five staff members trained in planning seminars of this kind. Each year the Center would have two or more senior professors from Canadian universities attached to it for a period of nine months. The presence of such men would inform the work of the Center for that period and contribute to its resources. Staff for seminars would be invited as the occasions demanded.

(c) finance - the Center would be financed by fees and by grants from the eleven governments. Since such an enterprise would be of great value to provinces as well as nationally, the source of the grants ought to be multiple. In our estimate, such a center could be begun with $500,000.00, a small amount in the face of its promise.

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RECOMMENDATION II

INCREASED SUPPORT FOR BILINGUALISM AND BICULTURALISM

Bilingualism

1. The same access to French and English classes should be provided to all Citizens through Universities and Departments of Extension as is provided to New Canadians in language institutes. These resources should be provided by the three levels of government in the same manner as resources are provided for technical and vocational education.

2. The CBC should make provision for a national network language teaching program in both languages by means of television, with proper community support through educational institutions. Such a project was planned a few years ago but has never been implemented. The need now is no less.

3. Special assistance should be provided for Universities and Teacher training institutions for the training of language teachers in the same manner as assistance is provided for training vocational teachers.

4. A special Federal agency to support this growth initially should be created within the Department of Citizenship. Its existence will probably only be necessary for a short time, though grants in aid of English or French teaching to adults will remain a national feature of Canadian life.

5. All processes of the Federal government, anywhere in Canada should be made accessible in both French or English as rapidly as possible.

Biculturalism

1. The extension of the French network of the CBC, radio and television from coast to coast. The cost will be great but the question is really whether we genuinely believe in biculturalism or are simply making minimal concessions.

2. The increase in exchange between the French and English networks of the CBC and the greater distribution of French films of the NFB across Canada and English films in Quebec.

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1. the provision of a proper educational travel planning agency working in co-operation with all educational bodies and relating institutional sponsorship to careful planning.

2. the provision of modest grants for subsidizing selected adult travel over the next decade. While we believe that many individual adults can and will meet their travel costs in whole or in part, there is still a need for scholarships. These might be best administered by the Adult Centre.

3. Canada is shockingly lacking in proper travel information of a general cultural nature. Of highest priority is the matter of a proper travel guide for automobile and train travellers. This could easily be a reasonable centennial project.

RECOMMENDATION IV

A RESEARCH AND INFORMATION CENTRE FOR EDUCATION

1. a national information and research centre devoted to education in Canada. Such a centre should be financed by the Federal Government and confined to information and assistance of educational research now badly impoverished in Canada.

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SUBMISSION TO: THE ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

by

The Canadian National Institute for the Blind
National Office
1929 Bayview Avenue, Toronto 17, Ontario.

Summary of
Brief on Bilingualism and Biculturalism

RECOMMENDATIONS

1. CNIB has developed, at the national level, the operation of a Braille and talking book library in English. The service provided by the library in English should be available on a parallel level in French. Since sources of French material are extremely limited, CNIB is unable to purchase a sufficient number of Braille and recorded books to supply the need. Therefore it would be necessary to set up on a professional basis the reading and recording of books of the French language and the production of Braille works in French. It is estimated that the cost of the French library would be $74,000. a year. See Paragraph #9. Since these funds are not available through the present income of CNIB, it is recommended that a government grant be made for this purpose.

2. For some years CNIB, in cooperation with the federal government, has conducted staff training courses for new blind staff members. Because of the limitation of funds, the course is given only in English. The lack of French texts and French speaking instructors has severely hampered the imparting of important knowledge to those who speak French alone. In order to equalize opportunities for French speaking blind personnel, texts and other material should be translated into French and produced in Braille and on tape. The estimated cost of this service is from $20,000. to $25,000. CNIB therefore recommends that a grant be made to CNIB for the preparation of these courses in French.

3. CNIB is presently deprived of the maximum use of the talents

of numerous key staff members who cannot be transferred from one part of Canada to another because of language limitations. Therefore it is recommended that funds be made available to assist with training in the second language, whether it is French or English.

4. All CNIB public education projects such as films, folders and brochures should be supplied in French in an effort to inform all the citizens of Canada on the achievements of the blind, their problem areas and also on the need of Canadians in general to protect their own good vision. After careful study, CNIB considers that a grant of $10,000. a year would be required to provide adequate coverage in the French language.

5. CNIB recognizes that the second language should be taught in the six schools for the blind children of Canada. The teaching should begin as early as possible because young children learn a language easily and because a second language is a natural enrichment in the cultural field. In the case of blind children a second language is even more essential since it would broaden the already restricted employment field of the blind.

6. Blind children should be encouraged to take part in the Visites Inter-Provinciales offered to sighted high school children now under way in several provinces. Financial assistance is needed to make certain that the exchange be open to all blind children. CNIB recommends that provincial governments be encouraged to provide this instruction and implement these inter-provincial visits.

What have done so far
to present these points
to govt?

SUBMISSION TO:

THE ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

by

The Canadian National Institute for the Blind

National Office
1929 Bayview Avenue, Toronto 17, Ontario

Brief on Bilingualism and Biculturalism

1. Since 1918, when the CNIB received its federal charter, the organization has exercised two major responsibilities by authority of its constitution - to ameliorate the condition of the blind and to prevent blindness.

2. In Canada, a person is legally blind if the visual acuity in both eyes with proper refractive lenses is 20/200 or less with Snellen Chart or equivalent, or if the greatest diameter of the field of vision in both eyes is less than twenty degrees.

3. CNIB's responsibilities have led to the development of numerous services in both the rehabilitation and prevention spheres, to the establishment of a coast to coast organization with nation-wide programming and the construction of 20 specially designed residence and service centres, the majority of which are located in Central and Western Canada. Through these centres and an additional 30 offices manned by specially trained personnel, CNIB serves more than 24,600 blind Canadians. In the prevention of blindness field, CNIB's programme serves more than 10,000 a year or a total of 101,436 since the programme began. Aiding with the entire CNIB programme, more than 8,000 volunteers serve on boards and committees, Women's Auxiliaries and in numerous additional capacities.

4. Just as French speaking Canadians form about one-third of the population of Canada, they also comprise one-third of the blind population and are spread from coast to coast.

B & B Brief cont'd

CNIB recognizes that its primary concern is to serve all blind people according to their needs regardless of race or religious affiliation. To achieve this purpose, CNIB must meet each person in his own environment, in his own racial and cultural background. Since its inception, CNIB has been aware of the bicultural aspects of Canada. A private organization with government grants on all levels amounting to about 30% of its income, CNIB has never had sufficient funds to present a complete programme in French. At the same time, CNIB has long recognized a responsibility to present its programme in the two official languages of Canada, and has attempted to meet this need as far as financial ability will permit.

5. The concentration of blind French speaking Canadians in Quebec has warranted the operation of the CNIB Quebec Division on a bilingual basis. This includes the engaging of bilingual staff, more that 80% of whom are of French background, the extending of services to clients in French or English as appropriate, the handling of internal and external correspondence, reports, public information in either or both languages as necessary. A similar pattern exists on a lesser scale in other parts of Canada where the population distribution requires it.

6. CNIB counselling extends to persons of all ages and provides every known service to the blind of Canada. The programme offers counselling to parents of blind children, adjustment training for the newly blind, an active employment service for capable blind adults, a year-round recreation programme that rehabilitates

while it entertains and residence care for blind persons alone in the world. A detailed description of the CNIB programme will be found in the attached folder, "CNIB Service".

7. Along with CNIB services, the organization maintains a concentrated public education programme. The Agency prepares in both languages all material concerning its national public education week, White Cane Week, and all financial campaign material but there are many additional areas where limited funds have prevented the publication of brochures and other information material in both languages. Both films produced by CNIB with the cooperation of Federal and Provincial Governments are available in the two languages. However there is a serious need for more films in both languages and funds are lacking for this important service. By employing a full time translator on a national level, CNIB has made a beginning in the translation of essential information to assist French speaking blind persons, the public and CNIB staff. In addition, CNIB translates recreation and cultural material supplied by The Canadian Council of the Blind, a Canada-wide organization financed by CNIB but controlled and directed by blind volunteers. Much of this is in the form of information memos, club bulletins, minutes of meetings. CNIB also arranges translation facilities for National Conventions of The Canadian Council of the Blind and of the CNIB.

RECOMMENDATIONS

8. Since CNIB serves both French and English speaking Canadians on a truly national basis, the organization

recognizes the need for further bilingual developments. At present, financial barriers prevent the achievement of this goal in its fullest sense. It is therefore recommended that government grants be made to CNIB to bring about this status.

9. CNIB has developed, at the national level, the operation of a Braille and talking book library. Every day more than two tons of touch-type and recorded books are mailed across Canada from the CNIB library. Covering every subject from the Bible to Perry Mason, the library caters to all readers. A children's library serves blind boys and girls. Six magazines in Braille offer special material to particular groups such as deaf-blind persons, and CNIB home teachers. Blind students, attending regular high school and university, find in the library a service geared to their own study courses. When they forward text books on the curriculum, library volunteers will prepare a tape recording or Braille edition. Other volunteers are putting into Braille Canadian authors and special articles. The services provided by the library in English should be available on a parallel level in French. Since sources of French material are extremely limited, CNIB is unable to purchase a sufficient number of Braille and recorded books to supply the need. Therefore, it would be necessary to set up on a professional basis the reading and recording of books of the French language and the production of Braille works in French. CNIB librarians estimate that about 2,000 French speaking persons would use this service. Since the per reader cost per annum for the library is $37,00,.it is clear that the French library would cost

$74,000. a year. Since these funds are not available through the present income of CNIB, it is recommended that a government grant be made for this purpose.

10. For some years CNIB, in cooperation with the federal government, has conducted staff training courses for new blind staff members. In a 5 months' academic course supplemented with actual field experience, these young people study the fundamentals of CNIB work. In this way they are prepared to take their places as key staff personnel from coast to coast. Because of the limitation of funds, the course is given only in English. The lack of French texts and French speaking instructors has severely hampered the imparting of important knowledge to those who speak French alone. In order to equalize opportunities for French speaking blind personnel, texts and other material should be translated into French and produced in Braille and on tape. Administrators of the course estimate that this service would cost from $20,000. to $25,000. CNIB therefore recommends that a grant be made to CNIB for the preparation of these courses in French.

11. CNIB is presently deprived of the maximum use of the talents of numerous key staff members who cannot be transferred from one part of Canada to another because of language limitations. Therefore it is recommended that funds be made available to assist with training in the second language, whether it is French or English.

12. All CNIB public education projects such as films, folders and brochures should be supplied in French in an effort to inform all the citizens of Canada on the achievements of the blind,

their problem areas and also on the need of Canadians in general to protect their own good vision. After careful study, CNIB considers that a grant of $10,000. a year would be required to provide adequate coverage in the French language. A grant of this dimension would provide for French production of a film every three years and for the folders and other material every year.

13. Although CNIB provides an active counselling service for the parents of blind children, the provincial governments carry the responsibility for the education of blind youth. CNIB, however, recognizes that the second language should be taught in the six schools for the blind which are located in British Columbia, Ontario, Quebec and Nova Scotia. The teaching should begin as early as possible because young children learn a language easily and because a second language is a natural enrichment in the cultural field. In the case of blind children a second language is even more essential since it would broaden the already restricted employment field of the blind.

14. Blind children should be encouraged to take part in the Visites Inter-Provinciales offered to sighted high school children now under way in several provinces. Financial assistance is needed to make certain that the exchange be open to all blind children, not only those whose families can afford the expenses involved. A period in the opposite culture will prove a most constructive asset in the education of blind children. CNIB recommends that the provincial governments be encouraged to provide this instruction and implement these inter-provincial visits.

B & B Brief cont'd

15. Blind persons are citizens. As such, they have a right to participate in all the resources offered in Canada, regardless of their racial origin. However, since many of these resources are designed to a sighted medium, blind persons cannot make use of them without special assistance -- e.g. a book in print must be recorded or produced in Braille for reading by the blind. Because the provision of most of these opportunities is beyond the scope of a rehabilitation agency, the government should share in the responsibility of implementing these rights in a medium suitable to all blind Canadians. By so doing the government of Canada will lead in the further development of an energetic group whose major need is the provision of material designed to their requirements.

Respectfully submitted,

A. N. Magill

A. N. Magill,
Managing Director,
THE CANADIAN NATIONAL
INSTITUTE FOR THE BLIND.

primaire est la disponibilité de moyens adaptés à leur condition.

Respectueusement présenté,

Directeur-gérant
L'INSTITUT NATIONAL CANADIEN
POUR LES AVEUGLES

A. N. Magill

A. N. Magill

qu'il est possible car les jeunes enfants apprennent facilement une langue et une deuxième langue enrichit la vie culturelle de tout individu. En ce qui concerne les enfants aveugles, l'enseignement d'une deuxième langue est encore plus essentiel, car elle élargit l'horizon déjà si restreint dans le domaine de l'emploi.

14. On devrait encourager les enfants aveugles à prendre part aux Visites Inter-provinciales actuellement offertes aux enfants voyants des écoles supérieures. Une certaine aide financière est requise afin de s'assurer que l'échange est à la portée de tous les enfants aveugles et non seulement de ceux dont les parent peuvent payer les frais à encourir. Un séjour dans l'autre milieu culturel est une expérience enrichissante et un avantage éducatif pour l'enfant aveugle. L'I.N.C.A. recommande que les gouvernements provinciaux soient encouragés à fournir cet enseignement et à mettre ces visites à la portée de tous les enfants aveugles.

15. Les aveugles sont d'abord des citoyens. Ils ont donc droit à toutes les ressources offertes au Canada, qu'importe leur race. Cependant, vu que beaucoup de celles-ci sont propres aux voyants, les aveugles ne peuvent y recourir sans adaptation; par exemple, un livre imprimé doit être enregistré ou transcrit en Braille pour l'aveugle. Etant donné que la mise en disponibilité de la plupart de ces avantages est en dehors du champ d'action d'une agence privée de réadaptation, le gouvernement devrait assumer la responsabilité de rendre ces droits effectifs de façon à ce qu'ils s'appliquent à tous les citoyens aveugles du Canada. Ainsi le gouvernement du Canada aiderait à l'avancement d'un groupe de citoyens dont le potentiel est grand et dont le besoin

français, transcrits en Braille et enregistrés sur bande. Les dirigeants de ce cours de formation estiment que ce travail coûterait de $20,000 à $25,000. L'I.N.C.A. recommande donc qu'une subvention lui soit accordée en vue de lui permettre d'offrir ces cours en français.

11. L'I.N.C.A. est actuellement privé du plein usage des talents de plusieurs membres qualifiés de son personnel, car ils ne peuvent être déplacés pour servir une région ou une autre du Canada, parce qu'ils sont unilingues. Il est donc recommandé que des fonds soient pour aider à l'enseignement de la seconde langue, qu'il s'agisse du français ou de l'anglais.

12. Tous les projets dont le but est l'éducation du public, par exemple, les films, dépliants et brochures, devraient être disponibles en français aussi, en vue de renseigner tous les citoyens du Canada sur ce qu'accomplissent les aveugles, les problèmes auxquels ils ont à faire face, et aussi d'aviser tous les Canadiens de protéger leur bonne vision. Après étude approfondie, L'I.N.C.A. considère qu'une subvention de $10,000 par année est requise pour fournir une diffusion adéquate en français de toute information pertinente. Cette subvention permettrait à L'I.N.C.A. de mettre en circulation en français un film tous les trois ans, et les dépliants et autres textes chaque année.

13. L'I.N.C.A. offre aux parents d'enfants aveugles un service-conseil renseigné, mais les gouvernements provinciaux sont responsables de l'éducation des jeunes aveugles. Cependant, L'I.N.C.A. reconnaît que la seconde langue officielle du Canada devrait être enseignée dans les six écoles pour aveugles qui se trouvent en Colombie-Britannique, en Ontario, au Québec et en Nouvelle-Ecosse. Cet enseignement devrait commencer aussi tôt

Mémoire: B. & B. (suite)

anglaise devraient être aussi à la disposition de ceux de langue française. Malheureusement, les sources de livres en français, Braille ou enregistrés, sont très restreintes et ainsi L'I.N.C.A. se trouve incapable d'en acheter un nombre suffisant pour répondre aux besoins. Il faudrait donc que L'I.N.C.A. monte un service professionnel de lecture et d'enregistrement de livres en français, et de transcription en Braille des oeuvres en français. Les bibliothécaires de L'I.N.C.A. estiment qu'environ 2,000 aveugles de langue française auraient recours à la section française de la bibliothèque. Puisque le coût annuel par lecteur de la bibliothèque est de $37.00, il est évident que cette section française coûterait $74,000 par année. Le revenu de l'organisation est tel que L'I.N.C.A. n'est pas en mesure de disposer de ces fonds en ce moment; il est donc recommandé qu'une subvention gouvernementale soit accordée à L'I.N.C.A. à cette fin.

10. Depuis un nombre d'années, en collaboration avec le gouvernement fédéral, L'I.N.C.A. offre à son nouveau personnel un cours de formation appropriée à son champ d'action. En 5 mois de cours, appuyés d'expérience pratique, ces jeunes gens étudient les principes fondamentaux de L'I.N.C.A. Ils sont donc ainsi préparés à accepter leur rôle d'administrateur des services de L'I.N.C.A. dans n'importe quelle région du pays. A cause de l'insuffisance financière dont souffre L'I.N.C.A., ces cours ne sont donnés qu'en anglais. Le manque de textes en français ainsi que de professeurs de langue française a nui sérieusement à la communication de connaissances essentielles à ceux qui ne parlent que français. En vue d'offrir au personnel aveugle de langue française, les mêmes occasions qu'à celui de langue anglaise, les textes et toute autre documentation devraient être traduits en

d'interprétation lors des congrès du C.C.A. et de L'I.N.C.A.

Recommandations

8. Puisque L'I.N.C.A. sert autant les Canadiens de langue française qu'anglaise, qu'importe la région du pays où ils habitent, il reconnaît qu'il se trouve un besoin de développer plus amplement l'aspect bilingue de son programme. En ce moment, des obstacles financiers l'empêchent d'atteindre ce but intégralement. Il est donc recommandé que des subventions gouvernementales soient accordées à L'I.N.C.A. en vue de lui permettre d'obtenir ce caractère bilingue de l'organisation.

9. L'I.N.C.A. a assemblé au niveau national une bibliothèque de livres-parlés et en Braille. Chaque jour, plus de deux tonnes de livres-parlés ou enregistrés sont expédiés de la bibliothèque en direction des diverses régions du pays. Ces livres offrent en anglais une lecture à tous les goûts, de la Bible aux romans policiers. Une bibliothèque pour enfants est à la disposition de fillettes et garçons aveugles. Six périodiques en Braille sont destinés à des groupes dont les intérêts sont particuliers, par exemple, les sourds-aveugles, et les Institutrices à domicile de L'I.N.C.A. Les étudiants aveugles qui fréquentent les "High School" pour voyants ou l'université trouvent dans le catalogue de la bibliothèque de L'I.N.C.A. des sujets propres à leur programme d'études. Ces étudiants peuvent envoyer au service bénévole de la bibliothèque les manuels au programme dont ils désirent une transcription en Braille ou un enregistrement sur bande magnétique. D'autres aides bénévoles transcrivent en Braille des auteurs canadiens et certains articles spéciaux. Ces services offerts par la bibliothèque aux aveugles de langue

le service-conseil offert aux parents d'enfants aveugles, l'adaptation à la cécité dont a besoin un nouvel aveugle, un service de placement efficace pour les adultes aveugles à même de travailler, des loisirs de toute saison qui réadaptent tout en récréant, et les services d'une résidence pour les aveugles qui sont seuls au monde. La brochure ci jointe, "CNIB Service", décrit en détail le programme de L'I.N.C.A.

7. En plus de ces services, L'I.N.C.A. exécute un programme éducatif concentré à l'intention du public. L'organisation prépare sous forme bilingue toute la publicité qui a trait à sa semaine éducative nationale, La Semaine de la Canne Blanche, et à ses souscriptions, mais il se trouve plusieurs autres rayons du champ d'action où l'insuffisance financière ne permet pas la publication de brochures et autres textes d'information sous forme bilingue. Les deux films tournés pour L'I.N.C.A., avec une aide financière provinciale et fédérale, sont disponibles en français et en anglais. Cependant, il est urgent que d'autres films dans les deux langues soient offerts au public, mais L'I.N.C.A. ne possède pas les fonds voulus pour ce service important. L'I.N.C.A. a obtenu les services à plein temps d'une traductrice, au niveau national, en vue d'amorcer le travail de traduction de la documentation et de l'information essentielles aux aveugles, au public et au personnel de langue française. De plus, L'I.N.C.A. s'occupe de la traduction d'une documentation culturelle et récréative fournie par Le Conseil Canadien des Aveugles, une organisation nationale de loisirs, financée par L'I.N.C.A. mais dirigée et administrée par des personnes aveugles bénévoles. Cette documentation est surtout sous forme de mémoranda, bulletins des clubs et procès-verbaux des assemblées. L'I.N.C.A. fournit aussi les services

Mémoire: B. & B. (suite)

4. De même que les Canadiens de langue française forment environ un tiers de la population du Canada, ils constituent un tiers des aveugles qui sont aussi distribués d'une extrémité à l'autre du pays. L'I.N.C.A. reconnaît comme devoir de base de servir tous les aveugles selon leurs besoins, qu'importe leur race ou leur religion. Pour servir ce but, L'I.N.C.A. doit rencontrer chaque individu dans son milieu particulier et tenir compte de ses diverses traditions ethniques. Depuis ses débuts, L'I.N.C.A. est conscient de l'aspect biculturel du Canada. Une organisation privée, bénéficiant, à tous les niveaux, de subventions gouvernementales équivalentes à 30% de son revenu, L'I.N.C.A. n'a jamais disposé de fonds suffisants pour offrir un programme complet en français. Tout de même, il a depuis longtemps reconnu que son programme devait être présenté dans les deux langues officielles du pays et s'est efforcé de faire face à cette responsabilité autant que l'a permis sa situation financière.

5. La concentration au Québec de personnes aveugles de langue française a naturellement voulu que la Division du Québec de L'I.N.C.A. offre un programme totalement bilingue. Pour mener à bonnes fins ce rôle bilingue, L'I.N.C.A. dispose au Québec d'un personnel bilingue, dont 80% des membres sont d'origine Canadienne-française; ses services sont offerts en anglais ou en français selon le cas; la correspondance intérieure et extérieure, les rapports, l'information publique sont rédigés dans les deux langues ou dans celle qui est appropriée. La même conception, mais de dimensions plus modestes, se répète dans les autres régions du Canada où la composition de la population le demande.

6. Le programme de L'I.N.C.A. offre aux aveugles de tout âge, tous les services qui existent. Il comprend

M E M O I R E

Présenté à: LA COMMISSION ROYALE D'ENQUETE
SUR LE BILINGUISME ET LE BICULTURALISME

par: L'INSTITUT NATIONAL CANADIEN
POUR LES AVEUGLES

bureau national: 1929, avenue Bayview
Toronto 17, Ontario

1. Depuis qu'il a reçu sa charte fédérale en 1918, L'I.N.C.A. remplit les deux fonctions principales suivantes telles qu'énonce sa constitution: il travaille à l'amélioration de la condition des aveugles et à prévenir la cécité.

2. Au Canada, une personne est déclarée légalement aveugle si l'acuité visuelle de ses deux yeux, après correction à l'aide de lentilles réfractives appropriées, est d'au plus 20/200 d'après l'échelle Snellen ou l'équivalent, ou si le champ visuel dans chaque oeil a un diamètre inférieur à 20 degrés.

3. Le rôle que s'est assigné L'I.N.C.A. a conduit au développement de nombreux services de réadaptation et de prévention, et à l'établissement d'une organisation nationale desservant le pays entier et administrant actuellement 20 résidences et centres-services dont la majorité se trouvent dans le centre et l'ouest du pays. Ces centres et 30 bureaux additionnels administrés par un personnel spécialisé, servent au Canada plus de 24,600 aveugles. Dans le domaine de la prévention de la cécité, le programme de L'I.N.C.A. vient en aide à plus de 10,000 personnes par année et a servi un total de 101,436 depuis l'inauguration du programme. Le programme entier de L'I.N.C.A. bénéficie du secours de plus de 8,000 aides bénévoles dont sont composés ses Comités Consultatifs et ses Dames Auxiliaires, et qui rendent maints autres services.

déjà si restreint dans le domaine de l'emploi.

6. On devrait encourager les enfants aveugles à prendre part aux Visites Inter-provinciales actuellement offertes aux enfants voyants des écoles supérieures. Une certaine aide financière est requise afin de s'assurer que l'échange est à la portée de tous les enfants aveugles. L'I.N.C.A. recommande que les gouvernements provinciaux soient encouragés à fournir cet enseignement et à mettre ces visites inter-provinciales à leur portée.

langue française, les mêmes occasions qu'à celui de langue anglaise, les textes et toute autre documentation devraient être traduits en français, transcrits en Braille et enregistrés sur bande. Les dirigeants estiment que ce travail coûterait de $20,000 à $25,000. L'I.N.C.A. recommande donc qu'une subvention lui soit accordée en vue de permettre la préparation de ce cours en français.

3. L'I.N.C.A. est actuellement privé du plein usage des talents de plusieurs membres qualifiés de son personnel, car ils ne peuvent être déplacés pour servir une région ou une autre du Canada, parce qu'ils sont unilingues. Il est donc recommandé que des fonds soient offerts pour aider à l'enseignement de la deuxième langue, qu'il s'agisse du français ou de l'anglais.

4. Tous les projets destinés à l'éducation du public, par exemple, les films, dépliants et brochures, devraient être offerts en français aussi, en vue de renseigner tous les citoyens du Canada sur ce qu'accomplissent les aveugles, les problèmes auxquels ils ont à faire face, et aussi, les aviser à protéger leur bonne vision. Après étude approfondie, L'I.N.C.A. considère qu'une subvention de $10,000 par année est requise pour fournir une diffusion adéquate en français de toute information pertinente.

5. L'I.N.C.A. reconnaît que la deuxième langue officielle du pays devrait être enseignée dans les six écoles pour aveugles qui se trouvent en Colombie-Britannique, en Ontario, au Québec et en Nouvelle-Ecosse. Cet enseignement devrait commencer aussi tôt qu'il est possible car les jeunes enfants apprennent facilement une langue, et une deuxième langue enrichit la vie culturelle de tout individu. En ce qui concerne les enfants aveugles, l'enseignement d'une deuxième langue est encore plus essentiel, car elle élargit l'horizon

Présenté à: LA COMMISSION ROYALE D'ENQUETE
SUR LE BILINGUISME ET LE BICULTURALISME

par: L'INSTITUT NATIONAL CANADIEN
POUR LES AVEUGLES

bureau national: 1929, avenue Bayview
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Résumé du Mémoire au sujet du
Bilinguisme et du Biculturalisme

Recommandations

1. L'I.N.C.A. a assemblé au niveau national une bibliothèque de livres-parlés et en Braille. Les services offerts aux lecteurs de langue anglaise devraient être aussi à la disposition de ceux de langue française. Malheureusement, les sources de livres en français, Braille ou enregistrés, sont très restreintes et ainsi L'I.N.C.A. se trouve incapable d'en acheter un nombre suffisant pour répondre aux besoins. Il faudrait donc que L'I.N.C.A. monte un service professionnel de lecture et d'enregistrement de livres en français, et de transcription en Braille des œuvres en français. Il est estimé que cette section française de la bibliothèque coûterait $74,000 par année. Voir 9ième paragraphe. Le revenu de l'organisation est tel que L'I.N.C.A. n'est pas en mesure de disposer de ces fonds en ce moment; il est donc recommandé qu'une subvention gouvernementale soit accordée à L'I.N.C.A. à cette fin.

2. Depuis un nombre d'années, en collaboration avec le gouvernement fédéral, L'I.N.C.A. offre à son nouveau personnel un cours de formation appropriée à son champ d'action. A cause de l'insuffisance financière dont souffre L'I.N.C.A., ce cours n'est donné qu'en anglais. Le manque de textes en français ainsi que de professeurs de langue française a nui sérieusement à la communication de connaissances essentielles à ceux qui ne parlent que français. En vue d'offrir au personnel aveugle de